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ABSTRACT

This handbook provides both general and specific information on child development and child care to help adults who are providing child care in their homes. Information is presented in six sections which describe: (1) the family day care system, the occupation of caregiver, and the development of relationships; (2) development of a health program, recognizing and dealing with illness and emergencies, safety, and community health resources; (3) nutrition, meal-planning, and nutrition resources; (4) child growth and development, methods to encourage growth, and recognition of special problems; (5) use of the caregiver's time, home, and skills in child care; and (6) organization and record keeping. The purpose of the handbook is to give the caregiver a better understanding of the job of child care, ideas for planning for care, activity suggestions, and ways of assessing the job being done. An outline format with illustrative examples makes this handbook particularly useful. (SDH)

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Family Day Care Handbook

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Prepared by
Community Coordinated
Child Care in Dane County, Inc.
Madison, Wisconsin

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FAMILY DAY CARE HANDBOOK

Distributed by
Community Coordinated Child Care
in Dane County, Inc.

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This Handbook is designed to assist adults who are providing child care in their homes. Those of us who have put the Handbook together, as well as many other people in the community, believe that your job as caregiver is very important. The purpose of the Handbook is to give the caregiver:

- a better understanding of the job of "caregiver" or "child care provider"
- access to information on child development, health, safety, nutrition, and activities for children
- ideas about planning for the care provided
- ways of assessing the job being done and the contribution made to the child

The Handbook is intended to put in one accessible place the variety of information needed in providing care for a child in your own home. The three-ring binder was chosen so that your own ideas and materials could easily be added.

The development of this Handbook has been accomplished through the efforts and cooperation of several individuals and agencies. The original idea and initial planning came from the efforts of the Family Day Care Planning Committee of the Family Day Care Systems Project. The gathering of information and resources was continued as a part of the Family Day Care Home Demonstration Project by Jean Hills, Project Coordinator, and Roberta Weber, Project Assistant. 4-C in Dane County, through the administration of both projects has coordinated the effort and provided resources and the staff time of Aurelia Strupp, Barbara Newsome, Terri Norton and Jennifer Schiffmacher. The Handbook became a reality through the efforts of Roberta Weber who developed, revised and integrated materials for the final document in cooperation with other 4-C staff.

Funds for the Handbook have been provided by:

Community Coordinated Child Care in Dane County, Inc.
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State of Wisconsin, Department of Health and Social Services, Division of Family Services
Family Day Care Systems Project, Child Welfare Funds

CREDITS

Our aim in writing this Handbook was to produce a useful tool for caregivers. The best means we knew for doing this was to put together the ideas of a great number of people whose knowledge about children and child care seems to have value for a person working with children in their own homes.

We have relied heavily on the work of Mrs. Mabel Pitts and the people who put together the "Special Issue - Family Day Home" of the newsletter, Texas Day Care. Much of the work of compiling information about resources in Dane County was done by Patricia Mapp.

We also wish to acknowledge the following persons and groups whose writings or works have been a source of ideas and information.

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A bibliography is available upon request to Community Coordinated Child Care in Dane County.

INDEX

FAMILY DAY CARE ..... BLUE

HEALTH AND SAFETY ..... PINK

NUTRITION ..... YELLOW

CHILD GROWTH AND DEVELOPMENT ..... GREEN

PUTTING IT ALL TOGETHER·
CARING FOR A CHILD ..... GOLDENROD

ORGANIZATION AND RECORD KEEPING ..... BUFF

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FAMILY DAY CARE

THIS SECTION OF THE HANDBOOK IS DESIGNED TO GIVE A CAREGIVER INFORMATION ON:

- FAMILY DAY CARE AS A SYSTEM DESIGNED TO MEET THE DEVELOPMENTAL, EDUCATIONAL AND SAFETY NEEDS OF A CHILD
- THE OCCUPATION OF CAREGIVER
- THE DEVELOPMENT OF RELATIONSHIPS WITH THE CHILD AND HIS PARENTS

DEFINITIONS

What is "Family Day Care"?

Care provided for a child in a home other than the child's own home by an adult other than the child's own parents. Care is provided on a regular basis, usually six to ten hours, but less than twenty-four hours a day.

What is "babysitting"?

Care provided occassionally for a child by a person other than the child's own parents.

What is "In-Home Day Care"?

Care provided for a child less than 24 hours a day by an adult other than the child's own parents in the child's own home.

Who is a "caregiver" or "child care provider"?

An adult who provides either "Family Day Care" or "In-Home Care" and who is sometimes called the day-care provider.

In this Handbook, we consider caregiving to be an occupation. The parents ask another adult to assume responsibility for the care, growth and development of their child for specified periods of time. Because a babysitter spends limited amounts of time with a child, she is not asked to assume these responsibilities.

Because most caregivers are women, we have used the feminine pronoun throughout the Handbook. We do not believe that this occupation need be limited to women, nor do we underestimate the contributions a female caregiver's husband makes to the child care provided.

QUESTIONS FREQUENTLY ASKED ABOUT FAMILY DAY CARE

May a person operate a family day care home if she has children of her own living at home?

Yes.

What age child may be in care?

Any age from infancy through school age.

Are there advantages and disadvantages to family day care homes?

This is frequently asked and there is considerable controversy about it. Rather than a precise answer, perhaps the focus should be on the stability and basic quality of the care and how well the care meets the needs of a particular child and his family. Note that this type criteria is applicable to any type care.

Are there any public agencies with whom a caregiver must deal?

All caregivers must be aware of the zoning and fire regulations of the city, village, town or unincorporated area in which they live. A city zoning office or village or town clerk should be able to provide the information. If you have difficulties and live in Dane County, contact 4-C in Dane County, 238-7338.

Some caregivers will be associated with an agency system of family day care. In Dane County there are three such agencies:

. Dane County Department of Social Services, Madison
. First Congregational Day Care Services, Madison
. Methodist Children's Service, Madison

If the caregiver is associated with one of these systems, they will assist her in dealing with public agencies.

BASIC CONSIDERATIONS RELATED TO OPERATING A FAMILY DAY CARE HOME

CONSIDER THE PERSON WHO OFFERS CARE

Not everyone can play an instrument, drive a bus or do many other things, nor should she try. Neither should everyone care for a child. Listed below are a few of the qualities best suited to caregiving:

. enjoys a child and is happy to spend hours alone with him

. sees each child as a special individual and finds it fun to let him be himself

. communicates and cooperates with the parents

. accepts her work with the child as her first and major responsibility while the child is in the home

. is friendly, warm, understanding and affectionate

. has patience and can maintain self-control in difficult or startling situations

. is healthy and physically strong enough to be regularly on the job and keep up with the child all day

. likes to provide many interesting and fun things for the child to do

. is willing to share her living quarters and some of her possessions with others

. organizes herself well enough to meet the child's needs, her family's needs, and her own needs

00009

CONSIDER THE CAREGIVER'S FAMILY

When other family members are in the home, the caregiver must consider their needs and discuss some questions with them. Will they lose privacy? Will their lives be more structured than previously? Will they get less attention? Will they have more work to do? These and other questions should be discussed and any issues resolved before a decision to offer care is made.

A family should discuss the positive aspects of having a child in the home, too. A child can be so responsive, so creative, so appreciative, that other members of the family may enjoy being with him. Family members may enjoy making toys, taking walks or planning a picnic.

CONSIDER THE PHYSICAL FACILITIES

The caregiver and her family want to keep their home intact. The day care child is entitled to plenty of hazard-free space, freedom within defined limits and opportunities for play and special activities inside as well as outside the house.

To do both usually requires considerable planning for use of rooms, storage, furniture, small equipment and other things. If carefully done, the family will benefit from the planning. The day care child will benefit from a home-like atmosphere.

CONSIDER THE NEIGHBORS

The fact that there will be more children in the neighborhood may present some special problems that need to be worked out. How they are resolved will depend on the kind of problem and the people involved. For example, one caregiver had an angry neighbor until the two adults met and scheduled the children's outdoor play and the neighbor's rest periods at different times.

DEVELOPING A POSITIVE RELATIONSHIP WITH EACH CHILD AND HIS FAMILY

A caregiver is providing a service for a child and his family. The nature of this relationship necessitates a level of consistancy and good feeling between parent and caregiver. When this good feeling exists a child understands that he can love a number of people and never feels he must choose between parents and caregiver.

Both parents and caregiver have a responsibility to make sure that they are working together in a way that benefits the child. When either feels this is not happening steps need to be taken to resolve the problem.

- schedule a time for discussion when the child is not present
- identify the problem or difficulties in the relationship

00010

- explain feelings and expectations to one another
- agree on a method of resolving the difficulty
- discontinue the child care arrangement if there is no mutually agreeable solution or if the agreed upon solution doesn't work

The parent may decide to find a new place for the child; the caregiver may decide she no longer wants to care for the child; or parent and caregiver may decide together to end the arrangement.

Child care arrangements that fail are hard on the child. Therefore it is important to try to establish from the beginning a relationship that will be successful. The following section deals with the concerns of those most involved in this relationship: parent, caregiver and child.

CONSIDER THE RESPONSIBILITIES OF PARENTS AND CAREGIVER

The child in care changes and develops every day. How and what he learns depends largely on the example set for him, relationships established with him, and what is provided for him. In selecting a caregiver, parents choose the person they wish to assume responsibility for the care, growth and development of their child while they are away. Parents and caregiver need to be aware of their respective responsibilities for the child.

Parent responsibilities:

- choose a caregiver with whom child feels secure
- communicate information to caregiver regarding health, emergencies, child's personal likes and dislikes (see record section)
- share observations on child's progress and development
- choose a caregiver able to assume responsibility
- abide by rules agreed upon between parents and caregiver

Caregiver responsibilities:

- provide experiences and activities that facilitate child's growth and development
- provide safe and stimulating environment
- provide nutritious meals and snacks
- be prepared for emergency situations
- abide by rules agreed upon between parents and caregiver

COMMUNICATION WITH PARENTS IS ESSENTIAL

Talk with parents about how they care for the child at home

- What type of routine does the child follow at home? When does he eat? Sleep? Toilet?
- What foods does he usually eat? Do the parents give the child permission to have candy? Where does he usually sleep? When does he nap?

- What toys does the child like to play with? How do the parents handle behavior problems? What TV programs do the parents allow the child to watch at home?

- What words do the parents use to label toileting, body parts, other routines or activities or special events or persons?

- What limits does the parent set for the child when visiting friends or going to the playground or park?

- What routine does the child follow when he comes home from school, for example does he come home first, does he change clothes or do homework before he goes out to play?

A caregiver should decide what is comfortable for her

- Consider feelings about routines such as eating, sleeping and toileting.

- Consider feelings about a child's food preferences and dislikes.

- Consider enjoyable activities to share with a child.

- Consider feelings about thumbsucking, pacifiers and bottles.

- Consider the ways a child should behave in your home.

- Consider feelings about parents who work outside their own home.

- Consider to pay necessary for this child care service.

- Consider feelings about sharing the family and home with another person's child.

Success: What the caregiver offers is what the parents want

- Decide together what time the child will be brought to the home and what time the parent will come to pick up the child.

- Decide together how much the parents will pay; when they will pay - in advance, at the end of each week, each month? Will the parents pay for days on which the child is absent due to such things as illness or vacation?

- Agree on arrangements that will be made if the caregiver is sick or unable to care for the child - who finds a substitute to provide the care, caregiver or the parent?

- Decide if the child is to be brought to the home if he is ill or is the parent to find someone else to care for him?

- Discuss with the parent exactly how much the caregiver will do - make the formula, bathe the baby, provide lunch and two snacks, help with homework?

00512

- Agree on who will take the child to the doctor, dentist, swimming lessons, etc.

- Agree on the kinds of discipline each will use so the child is not tempted to play one adult against another.

Keep parents informed

- Keep the parents informed about what is happening in the family day care home and child's experiences during the day.

- Share with parents the child's good as well as bad days. Share with them the nice things the child does for other children or for other adults. Share with them the activities the child really enjoyed.

- Keep them informed about changes in the child's behavior - share with them if he doesn't eat well, seems sleepy, or doesn't seem to feel well.

- Share with the parents plans for the child. For example, if there are plans to play outside, the parents may want to send extra clothing.

Discuss the child only with his parents

- parents generally prefer not to have their child discussed with caregiver's neighbors or relatives. If there is a problem, it should be discussed frankly and honestly with the parents.

- Keep the information parents share confidential.

Establishing a relationship with the child

Learn as much as possible about a child before meeting him. When he and his parent(s) come to the house to visit, give him time to look things over. Have the house arranged in the way it will be when he comes back. Be sure to have ready the place where he'll keep his belongings.

Here are some suggestions for getting started:

- Invite the child and his parents to come at a time when he is rested.

- Call the child by name.

- Kneel down to be at his level and point out the toys to him.

- Show the child as many things about the home as he is ready to see: where he will eat, sleep and play.

- Offer the child a snack.

- Try to make his parents leaving less painful by having them stay awhile. When they do leave, a good-bye ritual may help. Reassure that they will be back later and he will go home.

- Comfort the child by sitting close, holding him or reading him a story.

- Try to protect him from unhappy situations such as another child pushing him. Later on he can take care of himself.

- If the child showed interest in any toy when he visited, offer him that toy to play with. "I saved this truck for you, Jim."

- Try to serve some favorite foods prepared the way his parents do until he is comfortable. Make sure he has his favorite toy, blanket or pacifier.

- Help the child be ready to go home at the time his parents are expected.

- Have his belongings ready for him, preferably on a shelf he can reach.

- The child should be doing things he can leave easily or that he can do for a few minutes while the adults chat.

00014

HEALTH AND SAFETY

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THE HEALTH AND SAFETY SECTION OF THE HANDBOOK IS DESIGNED TO GIVE A CAREGIVER INFORMATION ON:

- DEVELOPING A HEALTH PROGRAM
- RECOGNIZING AND DEALING WITH ILLNESS
- RESPONDING TO EMERGENCIES
- PROVIDING A SAFE ENVIRONMENT
- THE HEALTH AND SAFETY RESOURCES OF THE COMMUNITY

DEVELOP A HEALTH PROGRAM

Protect the child with immunizations and health exams

- Request that the parents have a health examination for child before starting child care.
- Check with the parents about the child's immunizations. In some family day care systems and/or homes immunizations and health exams will be required.
- Keep an up-to-date health record on each child. See section ORGANIZATION AND RECORD KEEPING in this Handbook for record forms.
- Consult with the parents when exams and immunizations are needed. This chart may help you:

Immunization schedule

AGE OF CHILD	IMMUNIZATION
2 months	1. DPT (Diptheria-Pertussis-Tetanus) 2. OPV (Oral Polio Virus Vaccine)
4 months	Repeat DPT & OPV
6 months	Repeat DPT & OPV
12 months	1. MIG (Measles Immune Globulin) 2. MVV (Mumps Virus Vaccine)
15 - 18 months	DPT - OPV Booster Smallpox* (see note)
4 - 6 years	DPT - OPV Booster
12 - 14 years	Adult Diptheria and Tetanus (Thereafter every 10 years)

*Note: At present time routine smallpox vaccination as part of a child immunization schedule is not recommended in the United States. It is only given if traveling overseas.

00016

ILLNESS

CONSIDER CHILDHOOD ILLNESSES

When a child's behavior is different - more irritable or unhappy or negative than usual - one should consider the possibility that the child is ill or that the child is coming down with something. A healthy child will get over most minor illnesses all by himself. All the adult needs to do is provide plenty of rest and plenty of fluids to drink.

WHEN TO SEE THE DOCTOR

Sometimes the child needs to see the doctor because some of the following occur:

- vomiting or diarrhea has lasted longer than 6 hours in an infant under one year of age or longer than 12 hours in a child over one year of age
- a baby has a high fever:
  98 to 100 degrees - normal range
  100 to 102 degrees - low fever
  102 to 104 degrees - moderate fever
  over 104 degrees - high fever
- the child has pain
- a rash other than prickly heat or diaper rash appears
- the child has a cough that lasts more than a few days
- the child loses weight
- you think the child may have swallowed something that could hurt him - when in doubt call the doctor
- the child cannot be awakened - is unconscious - such as a high fever or a hit on the head
- there is any bleeding not easily stopped with a bandage
- the caregiver and/or the parent has the feeling that something is wrong

CONSIDER PARENT/CAREGIVER RESPONSIBILITY

As has been noted before, the parents and caregiver should have agreed on procedures for handling illnesses:

- who is to take the child to the doctor
- who is to care for the child who is ill
- who is to give medications
- when and if a parent is to be called if the child becomes ill while at the caregivers

SYMPTOM RECOGNITION

INTRODUCTION TO GUIDELINES

The following list of common childhood illnesses includes some suggestions of what to do when a child appears to have a specific illness. These merely are guidelines and are not intended to be a substitute for your own good common sense. When in doubt as to what to do when a child is sick don't hesitate to call the child's parent or the doctor's office. If the nurse cannot give the information you want, the doctor will talk with you.

Appendicitis

Symptoms:	The pain caused by appendicitis is usually in the lower right abdomen and usually, but not always, increases in severity during a 24 hour period. There may be vomiting. Child may or may not have slightly elevated temperature. For comfort the child will tend to draw his legs up to his chest and is reluctant to move his legs.
What to do:	Call the doctor or go to the emergency room if the child complains of pain in the lower abdomen without let up. The doctor usually needs to draw blood to determine whether the problem is actually appendicitis.

Convulsions

Symptoms: Petite mal or psycho-motor convulsion	Staring spells ("day dreaming"); twitch-like movements; rhythmic movements of the head; child makes sounds and body movements without purpose; repeated head dropping; lack of response; eyes rolling upward; chewing and swallowing movements.
Symptoms: grand mal seizures	Child falls suddenly to floor; may cry out when falls; eyes may roll up in child's head; generally jerks and thrusts about; clenches mouth and frequently bites tongue when this happens which may cause some bleeding; may have saliva drooling from mouth; usually is pale at beginning of convulsion, but becomes bluish in complexion because air is not getting in and out of lungs properly. Eventually, usually not longer than a couple minutes, the jerking movements stop and child regains consciousness; child may be confused when he first wakes up; child usually needs to sleep and rest after a grand mal convulsion.
What to do: petite mal or psycho-motor convulsions	If the child has 2 or more of the symptoms described under petite mal at the same time and more than once, the child should see a doctor for a full medical examination.

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What to do: grand mal convulsions — Protect the child from hitting any sharp objects while he is threshing about; observe and time the length of the convulsion; loosen any tight clothing about his neck; do not force anything between teeth if clenched; turn on side if is not thrashing about too badly. Call a doctor as soon as child regains consciousness and allow child to rest. If child goes from one convulsion into another convulsion without a chance to regain consciousness, call an ambulance and get to any emergency room right away.

Dehydration

Cause: Diarrhea and/or vomiting

Symptoms: Listlessness, tiredness, fever, dry tongue, glassy eyes, soft spot of baby's head will be sunken in; he will feel dry; complexion will be grayish; the child's pulse will be rapid and weak.

What to do: Get to the doctor, especially with small babies.

Prevention: If child has been vomiting or has been passing diarrhea-like stools, dont' delay. If child is able, give him 7-Up, ginger-ale, 1/2 strength orange juice or gelatin water to prevent dehydration.

Diabetes

Symptoms: Child will go to the bathroom a lot and pass large amounts of urine. Frequently this increased urination is discovered because a child begins bedwetting after he has been potty trained at nighttime. The child will be thirsty often and will want to drink more than he did before. He will eat more but appears to lose weight. He will get tired and pale after the combined symptoms just described have occurred for awhile.

What to do: If the child shows increased urination, increased thirst and increased appetite over several weeks, call the doctor to have a check up right away.

Ear Infection

Symptoms: Earache, may or may not have a low grade fever. May have drainage from ear. For the small child who hasn't begun to talk yet, look for fussiness, pulling or batting at ears, head shaking, and low grade temperature (100 degrees by rectal thermometer).

What to do: If symptoms last a day or more, call the doctor. If there is drainage, call right away, don't wait a day.

Head Lice

Symptoms: If the child has head lice, he will scratch a lot around the nape of the neck (if the child's hair is long, the lice especially like this area because it is warm and they like to lay their eggs there). If the child scratches

a lot you should suspect lice if you see scratch marks on the scalp. You cannot see the lice themselves, usually, but they lay eggs which attach to the hair and cannot be easily removed by a regular hair comb. Usually an egg will come off the hair by using a fingernail.

What to do: If you think the child may have lice, call your district public health nurse who can check the child's head and take a sample to the lab for confirmation, or take the child to the doctor. He can order a special soap which kills the eggs and lice. Regular shampoo will not kill the eggs or lice.

Impetigo

Symptoms: This will appear as a pimple-like sore, occurring frequently around child's nose, mouth or on his chin. Less frequently, it is found on a child's arms and legs. The sores will break open after a day or so, and form a crust-like brownish sore. Under this crust is a very easily spread bacteria in the form of pus or clear liquid Child can touch this crusty area and spread the bacteria to any parts of his body if he scratches open an area on his skin. Or, he can touch a friend's body and easily pass this bacteria to another child.

What to do: If you suspect a child might have impetigo, keep him away from his playmates until you are certain it is not impetigo. Anytime you see a pimple-like sore that spreads to more than one place on your child's body, or which gets crusted over, have your doctor look at the sores right away so an antibiotic-type ointment can be used to kill the bacteria as soon as possible.

Meningitis

Symptoms: Early - child is fussy, has fever, headache, infant's or toddler's soft spot (on head) may bulge.
Advanced - rigid, stiff neck, convulsions. Child will not be able to touch chin to chest without causing much pain in neck area.

What to do: If child has early symptoms which don't go away in a day call the doctor. If child has advanced symptoms, take to emergency room or call Rescue Squad.

Nosebleeds

What to do: Child should sit up and put head back and pinch nose closed; if bleeding doesn't stop after about 10 minutes, call doctor. If nosebleeds can be stopped but happen frequently, for example, once a day for several days, call doctor.

00020

Pink Eye

This is a general term for all sorts of eye diseases which may cause the eye to be red. Usually it means the infectious type of disease easily spread from child to child.

Symptoms: Child rubs eyes a lot. He may say his eyes feel scratchy or itchy. He will probably tear a lot. The "white" part of his eye will usually become red and sore looking. Child may have crusty eyelids or frequent discharge in eyes.

What to do: Because a child can touch his sore eye then touch another child's eye and spread "pink eye", it is best to see your doctor right away when a child's eye appears red and have the doctor decide whether or not your child's "pink eye" is the infectious kind, or the kind a child can spread to his playmates. If the child's eye is not red, but he complains of itchiness, or scratchiness over a day or two, take him to your doctor anyway, because he could have some other form of eye disease which may or may not be easily spread to other children.

Pinworms

Symptoms: Child will itch a lot around the anus or rectal opening. Child will be restless and may awaken at night from his sleep not knowing what is bothering him. He may complain of frequent stomachaches.

What to do: Contact your doctor's office or your local health department. Usually they can give you a kit with easy instructions as how to collect a specimen of eggs which may be laid near the rectal opening.

Pneumonia

Symptoms: Younger child - cough, fever, difficulty breathing, may or may not cough up thick mucous. Usually pneumonia follows a mild cold. Once the mild cold ends, there is a rapid onset of high temperature (104 to 105 degrees), restlessness, apprehension and difficulty breathing. Older child - high fever (104 to 105 degrees), cough, complains of sore chest, coughs thick mucous. Child may have periods of restlessness and rapid breathing.

What to do: If child runs a high fever (104 to 105 degrees) and has a cough and difficulty breathing, call your doctor if not better in a day. Any cold or cough which doesn't seem to get better after a week, should be seen by a doctor.

Shigella and Salmonella

How do you get it:
By eating food which has the germs in it or by being in contact with the stool of a person who has the disease.

Symptoms: Frequent diarrhea to the point the child may be using the bathroom every 15 minutes. May get so bad he passes mucous and blood in the stool. Child may have nauseau, stomach aches with cramps. Child may be nauseated. Child may or may not have fever. Symptoms usually last 24 to 48 hours, sometimes longer.

What to do: Call your doctor, especially if child is quite ill with diarrhea and elevated temperature or, call your local health department and the public health nurse may be able to provide you with specimen containers which can be taken to a laboratory where they can tell whether or not the illness is due to the Shigella or Salmonella bacteria. Encourage child to drink fluids if having much diarrhea and is not vomiting.

Strep Throat

Symptoms: Usually sore throat comes on suddenly; usually swollen glands in neck; tonsils may be swollen; throat usually appears red; usually child runs temperature (child can have strep without a temperature); child may have headache or stomachache.

What to do: If a child has both a bad sore throat and a temperature, throat culture should be done (at doctor's office or by Public Health Department). If sore throat appears in the morning upon rising, and goes away as day progresses, treat with warm salt water gargles and see doctor only if other symptoms such as fever appear with sore throat.

Importance of treatment:
An untreated sore throat which has been caused by the beta hemolytic streptococcal bacteria (the doctor's lab can tell you if it is this kind of bacteria after a throat culture is done on your child) can lead to such problems as rheumatic fever, scarlet fever, and cause kidney damage.

Urinary Tract Infection

Symptoms: Child will have painful urination. He may or may not have a fever and low back pain.

What to do: Call your doctor whenever the child complains of painful (burning feeling) urination (make certain there is no diaper rash which would also cause burning). Call your doctor right away when child passes any blood while going to bathroom.

Rabies Control

What to do: Wash out bite with soap and water for up to 1/2 hour if the animal appears rabid.
Call your docotr to see if tetanus booster is needed.
When bitten by a bat, cat, or larger animal report incident to your local police dispatcher. Give the name and address of the child bitten and a description of the animal and where last seen.
In the case of small caged pets such as hamsters, white mice or guinea pigs, keep the animal securely caged for 10 days in a place not accessible to children, but continue to feed and water as before. If animal dies, pack in ice and send to State Lab of Hygiene with the report that the animal has bitten a person.
When in doubt about what to do about any kind of animal bite, call your doctor, veterinarian, or health department.

00023

COMMUNICABLE DISEASES CHART

Chickenpox

Symptoms:	Mild fever followed in 36 hours by small raised pimples which become filled with clear fluid. Scabs form later. Successive crops of pox appear.
Incubation:	2 - 3 weeks. Usually 14 - 16 days.
Prevention:	None. Immune after 1 attack.
How long Contagious:	6 days after appearance of rash.
What to do:	Usually not serious. Trim fingernails to prevent scratching. Dilute alcohol or a solution of baking soda and water may ease itching.

German Measles (3-day measles)

Symptoms:	Mild fever, sore throat or cold symptoms may precede fine rose-colored rash. Enlarged glands at back of neck and behind ears.
Incubation:	2 - 3 1/2 weeks. Usually 8 days.
Prevention:	Vaccine available however, use of it is debatable. Consult child's pediatrician.
How long Contagious:	Until rash fades. About 5 days.
What to do:	Not a serious disease, complications rare; give general good care and keep child quiet. Avoid exposing any woman who is, or might be, in the early months of pregnancy unless she has had the disease.

Measles

Symptoms:	Mounting fever, dry cough, running nose and red eyes for 3 or 4 days before rash which starts at hairline and spreads down in blotches. Small red spots with white centers in mouth (Koplik's spots) may occasionally be seen before the rash.
Incubation:	1 - 2 weeks. Usually 10 or 11 days.
Prevention:	Vaccine can be given to provide immunity. A baby not vaccinated can be given gamma globulin to lighten or prevent measles.
How long Contagious:	Until 5 days after the rash has appeared.
What to do:	May be mild or severe with complications of a serious nature. Follow doctor's advice in caring for a baby with measles, as it is a most treacherous disease. If other children who have not had the disease are exposed, ask the doctor about preventive inoculations for them.

0024

Mumps

Symptoms:	Fever, headache, vomiting, glands near ear and toward chin at jawline ache and develop painful swelling.
Incubation:	14 - 28 days. Usually around 18 days.
Prevention:	Vaccine can be given to provide immunity.
How long Contagious:	Until all swelling disappears.
What to do:	Keep child quiet until fever subsides; indoors unless weather is warm.

Polio (Infantile paralysis or poliomyelitis)

Symptoms:	Slight fever, general discomfort, headache, stiff neck, stiff back.
Incubation:	1 - 2 weeks, but may be less.
Prevention:	Be sure to complete the series of one of the vaccines.
How long Contagious:	One week from onset or as long as fever persists.
What to do:	Hospital care is usually advised.

Roseola

Symptoms:	High fever for 2 or 3 days which then falls to normal before the appearance of a fine rash or large pink blotches on back, stomach or sometimes the whole body. Child may not seem very ill despite high fever (103-105), but he may convulse.
Incubation:	Not fully known.
Prevention:	None.
How long Contagious:	Until the child seems well.
What to do:	No special measures. Give plenty of liquids during high fever.

Whooping cough

Symptoms:	At first seems like a cold with low fever and cough which changes at end of second week to spells of coughing accompanied by a noisy gasp for air which creates the "whoop".
Incubation:	5 - 21 days. Usually within 10 days.
Prevention:	See that child has DPT shots. If an unvaccinated baby is exposed, the doctor may want to give a protective serum promptly.
How long Contagious:	At least 4 weeks.
What to do:	A child needs careful supervision of a doctor throughout this illness. It is especially dangerous for a child under six months of age.

00025

COMMON POISONOUS PLANTS

PLANT	TOXIC PART	SYMPTOMS
HOUSE PLANTS:		
Hyacinth Narcissus Daffodil	Bulbs	Nausea, vomiting, diarrhea. May be fatal.
Oleander	Leaves Branches	Extremely poisonous. Affects the heart, produces severe digestive upset and has caused death.
Poisetta	Leaves	Fatal. One leaf can kill a child.
Dieffenbachia (Dumb cane) Elephant Ear	All parts	Intense burning and irritation of the mouth and tongue. Death can occur if base of the tongue swells enough to block the air passage of the throat.
Rosary pea, Castor bean	Seeds	Fatal. A single rosary pea seed has caused death. One or two castor bean seeds are near the lethal dose for adults.
Mistletoe	Berries	Fatal. Both children and adults have died from eating the berries.
FLOWER GARDEN PLANTS:		
Larkspur	Young plant Seeds	Digestive upset, nervous excitement, depression. May be fatal.
Monkshood	Fleshy roots	Digestive upset and nervous excitement.
Autumn crocus Star-of-Bethlehem	Bulbs	Vomiting and nervous excitement.
Lily-of-the Valley	Leaves Flowers	Irregular heart beat and pulse, usually accompanied by digestive upset and mental confusion.
Iris	Underground stems	Severe, but not usually serious, digestive upset.
Fox glove	Leaves	One of the sources of the drug digitalis, used to stimulate the heart. In large amounts, the active principles cause dangerously irregular heartbeat and pulse, usually digestive upset and mental confusion. May be fatal.
Bleeding heart (Dutchman's Breeches)	Foliage Roots	May be poisonous in large amounts. Has proved fatal to cattle.

08028

VEGETABLE GARDEN PLANTS:		
Rhubarb	Leaf blade	Fatal. Large amounts of raw or cooked leaves can cause convulsions, coma, followed rapidly by death.
ORNAMENTAL PLANTS:		
Daphne	Berries	Fatal. A few berries can kill a child.
Wisteria	Seeds Pods	Mild to severe digestive upset. Many children are poisoned by this plant.
Golden Chain	Bean-like Capsules in which the seeds are suspended.	Severe poisoning. Excitement, staggering convulsions and coma. May be fatal.
Laurels Rhododendron Azaleas	All parts	Fatal. Produces nausea and vomiting. depression, difficult breathing, palpitation and coma.
Jessamine	Berries	Fatal. Digestive disturbances and nervous symptoms.
Lantana Camara (Red Sage)	Green berries	Fatal. Affects lungs, kidneys, heart and nervous system. Grows in the southern U.S. and in moderate climates.
Yew	Berries Foliage	Fatal. Foliage more toxic than berries. Death is usually sudden without warning symptoms.
TREES AND SHRUBS:		
Wild and Cultivated Cherries	Twigs Foliage	Fatal. Contains a compound that releases cyanide when eaten. Gasping, excitement, and prostration are common symptoms that often appear within minutes.
Oaks	Foliage Acorns	Affects kidneys gradually. Symptoms appear only after several days or weeks. Takes a large amount for poisoning. A child should not be allowed to chew on acorns.
Elderberry	All parts, especially roots	Children have been poisoned by using pieces of pithy stems for blowguns. Nausea and digestive upset.
Black Locust	Bark Sprouts Foliage	Children have suffered nauseau, weakness and depression after chewing the bark and seeds.

00027

PLANTS IN WOODED AREAS:

Jack-in-the-Pulpit	All parts, especially roots	Like dumb cane, containes small needle-like crystals of calcium oxalate that cause intense irritation and burning of the mouth and tongue.
Moonseed	Berries	Blue, purple color, resembling wild grapes. Contains a single seed. (True wild grapes contain several small seeds.) May be fatal.
Mayapple	Apple Foliage Roots	Contains at least 16 active toxic primarily in the roots. Children often eat the apple with no ill effects, but several apples may cause diarrhea.

PLANTS IN SWAMP OR MOIST AREAS

Water Hemlock	All parts	Fatal. Violent and painful convulsions. A number of people have died from hemlock.

PLANTS IN FIELDS:

Buttercups	All parts	Irritant juices may severly injure the digestive system.
Nightshade	All parts especially the unripe berry	Fatal. Intense digestive disturbances and nervous symptoms.
Poison Hemlock	All parts	Fatal. Resembles a large wild carrot. Used in ancient Greece to kill condemned prisoners.
Jimson Weed	All parts	Abnormal thirst, distorted sight, delirium, incoherence and coma. Common cause of poisoning. Has proved fatal.

00028

FIRST AID

Since it is practically impossible to prevent all accidents and emergencys, it is important to be prepared to take quick action when an emergency or accident does occur.

When there is the slightest doubt about the seriousness of an injury call the parent or the doctor - according to parent's instruction. Be prepared to tell the doctor:

. What has happened

. Where the victim is

What first aid has been given

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Have telephone numbers near the phone

. Fire Department

. Police

. Ambulance

. Caregiver's doctor and hospital

. Parent's home and work numbers

. Child's doctor and hospital

. Poison Control Center

. Caregiver's substitute in emergencies

See sample form in ORGANIZATION AND RECORD KEEPING section of Handbook.

Have basic first aid items ready

If materials are on hand and in a convenient location, it is easier to respond quickly in an emergency. It may be helpful to have a shoe box or metal case of a convenient size in order to keep supplies clean and easy to carry where needed. The following supplies are recommended:

. sterile cotton gauze roll and squares

. adhesive tape of various sizes (including 1" & 2")

. cotton balls and Q-tips

. band-aids

. scissors

. antiseptic for cuts and scratches

. calamine lotion (for insect bites)

. alcohol

. vaseline and ointment (such as A&D)

. thermometer

. syrup of ipecac (to use only when doctor advises to induce vomiting)

. tweezers and needles for removing splinters

00029

FIRST AID INFORMATION

Artificial Respiration

To be used for drowning and electric shock. Continue artificial respiration until seen by a physician. Mouth-to-nose or mouth-to-mouth rescue breathing is the method of choice.

Rescue Breathing Technique:

1. clear the throat - wipe out any fluid, vomitus, mucous or foreign body with fingers.
2. Place the victim on his back.
3. Tilt the head straight back - extend the neck as far as possible. (This will automatically keep the tongue out of airway.)
4. Blow - with victim's lips closed, breathe into nose with a smooth steady action until the chest is seen to rise.
5. Remove mouth - allow lungs to empty.
6. Repeat - continue with relatively shallow breaths, appropriate for size, at rate of about twenty per minute. For infants only shallow puffs should be used.

NOTE: If you are not getting air exchange, quickly recheck position of head, turn victim on his side and give several sharp blows between the shoulder blades to jar foreign matter free. Sweep fingers through victim's mouth to remove foreign matter.

DO NOT STOP: If one can observe the chest to rise and fall, all within reason is being done.

Bites or Stings

Insect - Remove stinger if present by brushing. Apply cold compresses. Consult physician promptly if there is any reaction, such as hives, generalized rash, pallor, weakness, nausea, vomiting, "tightness" in chest, nose or throat, or collapse.

Animal* - Wash with clean water and soap. Hold under running water for two or three minutes if not bleeding profusely. Apply sterile dressing. Consult physician.

NOTE: If possible, catch or retain the animal and maintain <u>alive</u> for observation regarding rabies. Notify police or health officer.

Snake* - Non-poisonous - No treatment necessary.

Poisonous - (Keep calm - work fast.) Complete rest. Apply constricting band above the bite (not too tight). Get victim to physician or hospital as soon as possible.

Bruises

Rest injured part. Apply cold compresses for half hour (no ice next to skin). If skin is broken, treat as a cut. For wringer injuries always consult physician without delay.

* A "booster" injection of tetanus toxoid should be considered but an interval of 5 years is adequate.

Burns and Scalds

Burns of Limited Extent* - If caused by heat: Minor burns of extremities may be immersed in cold water and ice bag or cold wet packs applied to areas on the trunk or face. Nonadhesive dressing such as Telfapad, should be used if available. Plastic film (Saran, etc.) makes an excellent non-adhesive emergency covering. Consult physician.
If caused by chemicals: Wash burned area thoroughly with water. Consult physician.

Extensive Burns* - Keep patient in flat position. Remove clothing from burned area - if sticks to skin leave alone. Cover with clean cloth. Keep patient warm. Take patient to hospital or to a physician at once.

NOTE: Do not use ointments, greases, powder, etc. Electronic burns with shock may require artificial respiration.

Choking

If the child chokes, turn him head and face down over your knees and forcefully hit his back between shoulder blades in an effort to propel the object from the windpipe. If he can breathe, do not attempt this maneuver.

Convulsions

Consult physician. Lay on side with head lower than hips. Apply cold cloths to head. Sponge with cool water. Give nothing by mouth.

Cuts*

Small - Wash with clean water and soap. Hold under running water. Apply sterile gauze dressing.

Large - Apply dressing. Press firmly to stop bleeding - use tourniquent only if necessary. Bandage. Secure medical care.

NOTE: Do not use iodine or other antiseptics before the physician arrives.

Eyes

To remove foreign bodies, use a moist cotton swab. Don't overdo it. Pain in eye from foreign bodies, scrapes, scratches, cuts, etc., can be alleviated by bandaging the lids shut until doctor's aid can be obtained. Immediate and abundant flushing out with plain water is procedure for chemicals splashed in eyes.

Fainting and Unconsciousness

Keep in flat position. Loosen clothing around neck. Summon doctor. Keep child warm. Keep mouth clear. Give nothing to swallow.

Fractures

Any deformity of injured part usually means a fracture. Do not move child if fracture of leg or back is suspected. Summon physician at once. If child must be moved, immobilize with adequate splints.

* A "booster" injection of tetanus toxoid should be considered but an interval of 5 years in adequate.

00031

Head Injuries

Complete rest. Consult physician.

Nosebleeds

In sitting position blow out from the nose all clot and blood. Into the bleeding nostril insert a wedge of cotton moistened with any of the common nose drops. (If no nose drops are available, cold water or peroxide may be used to moisten the pack). With finger against the outside of that nostril apply firm pressure for five minutes. If bleeding stops leave packing in place and check with your doctor. If bleeding persists, secure medical care.

Poisoning

Call physician or nearest hospital emergency room at once. Induce vomiting only upon the direction of a doctor.
To induce vomiting: Give one tablespoon (1/2 ounce) of Syrup of Ipecac for a child on one year of age or older plus at least one cup of water. Keep child with face down and head lower than hips to avoid choking while vomiting. If no vomiting occurs in 20 minutes, dose may be repeated once only. Do not waste time waiting but contact the patient's physician, hospital emergency room, or poison control center at once for instructions as to the need for further treatment. If unable to obtain this advice, transport patient immediately to the nearest emergency medical facility. Bring package or container with intact label. If vomiting occurs, and advice is that the patient should receive further medical treatment, save some of the vomitus and bring with him to the treatment facility.
Exceptions: Vomiting should not be induced if the child has swallowed kerosene or other petroleum products, furniture polish, insecticides, paint thinner, or a strong corrosive such as lye or acids. Vomiting should not be induced if the child is unconscious or convulsing.

Puncture Wounds*

Consult physician.

Scrapes*

Use wet gauze or cotton to sponge off gently with clean water and soap. Apply sterile dressing preferably non-adhesive or "film" type.

Slivers*

Wash with clean water and soap. Remove with tweezers or forceps. Wash again. If large or deep, consult physician. Some local anesthesia can be induced by applying an ice cube.

Sprains

Elevate injured part. Apply cold compresses for half hour. If swelling is unusual, do not use injured part until seen by physician.

* A "booster" injection of tetanus toxoid should be considered but an interval of 5 years is adequate.

00032

SAFETY

An accident not only harms a child but it usually arouses feelings of guilt. Being aware of the common causes of accidents and arranging the home and yard in a way that uses this knowledge, reduces the liklihood of an accident and any feelings of guilt if one does occur.

CONSIDER THE SAFETY OF THE HOME

Under one year of age:

- Before using any medicine, be sure to read the label carefully.
- Where gas heaters or stoves are used, be sure a window is kept slightly open at both top and bottom.
- Toys which have sharp points, small removable parts, a lead base paint, or which are inflammable, should be avoided.
- If the phone or door bell interrupts a youngster's bath, either disregard the call or take him of the the tub. It takes less than "just a moment" for a small child to be drowned to scalded.
- Before leaving baby in his crib, be sure the sides are up and secured.
- The bars on both cribs and play pens should be close enough together so that the child's head will not get caught or install a crib bumber to insure safety.
- Place play pens and high chairs where things cannot be spilled on the baby.

One-and-two-year olds:

- When cooking, turn handles of all pots and pans containing hot liquid to the back of the stove so that a young child cannot reach and overturn them.
- Be sure there are no worn electric extension cords.
- Keep all medicines, ant paste, insecticides, lye, household cleaning materials, poisons, laundry or dish soaps, and other similarly dangerous items out of the reach of children.
- Always use screens around fireplaces, and safeguard stoves, ranges, and heaters.
- Keep scissors, ice picks, and nail files from toddlers.
- Keep window screens securely fastened. Be sure that the child cannot open windows on upper floors. A gate at the top of a stairway may prevent a serious accident.
- Keep all electric outlets covered with safety caps when not in use.

Three-, four-and-five-year olds:

- When cooking, turn handles of all pots and pans containing hot liquid to the back of the stove so that a young child cannot reach and overturn them.

- Never permit a radio or portable electric heater to be kept in the bathroom.
- Be aware that as the child grows older his "reach" becomes greater. Tomorrow he may be able to climb up to storage shelves he cannot reach today.
- Dispose of old medicines, by flushing down the toilet or by some other means that insures they are completely destroyed.
- Keep matches and cigarette lighters out of reach.
- Keep firearms and ammunition locked safely away from a curious child.
- Teach the child to walk, not run, when carrying sharp pointed objects.

CONSIDER THE SAFETY OF THE YARD AND OUTDOOR EQUIPMENT

Hazards to Avoid	Suggestions for Removing Hazards
Yard:	
. exposed electrical and telephone wires	call the appropriate utility company to correct the danger
. electronic garage door (can be opened by someeles's signal)	use a double frequency signal
. garage items (e.g., gasoline, anti-freeze, large equipment, etc.)	store in safe place or keep garage door locked; a child should not have access to garage when such items cannot be stored out of his reach
. garden tools (potential danger when a child is not properly supervised or when not properly stored)	adequate supervision and proper storage
. lead paint on outside of house or other outside structures	scrape if peeling and use non-toxic paint
. loose rocks and stones (potential danger when a child is not properly supervised or dangerous to walk on)	adequate supervision
. plastic equipment that rips or breaks and leaves charp edges	replace equipment or repair in way that removes sharp edge, i.e., heavy tape or heat

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Hazards to Avoid	Suggestions for Removing Hazards
. poisonous plants	weed plant out; do not burn them
. poorly covered wells and other large holes	make sure they are covered adequately or filled in
. rusty nails, broken glass, zip top/pop strips	remove from area
. splintering boards and equipment	sand them
. stagnant water	drain or fill
. stray animals	report to neighbors or authorities

Outdoor equipment:

. metal slides with sharp edges	remove slides
. ropes, wires, and garden hoses that children can get tangled in	remove from area
. sandboxes left uncovered (danger of animals getting into them)	provide a cover when not in use
. swinging gates (play equipment)	pad with rubber bumpers or put on governors
. swings and other play equipment not securely anchored in the ground	anchor firmly underground with covered stakes or cement in place
. swings and other play equipment with exposed concrete bases	pad bases
. swings with wooden seats	remove; use canvas seats or rubber tires
. toxic sprays	do not use in areas where the child plays
. unscreened drains	provide screens
. uncovered screws and bolts on equipment	cap them
. wading pools left unemptied	adequate supervision of the child; fresh water supply
. window wells	use plexiglass covers

General concerns:

- Teach a young child to play in safe places. Keep him off the streets and highways.
- A fence around the yard will keep the child from wandering into a street or neighbor's pool.
- Look carefully when backing the car from the garage.
- Teach the child to avoid flaming or smoldering bonfires. Remember that heated bottles and cans can explode and cause fatal burns.
- Unsupervised or uncovered pools are serious hazard for a young child.

00036

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NUTRITION

THE NUTRITION SECTION OF THE HANDBOOK IS DESIGNED TO GIVE A CAREGIVER INFORMATION ON:

- BASICS OF NUTRITION
- NUTRITIOUS MEALS AND SNACKS
- MEAL PLANNING TO TEACH A CHILD ABOUT FOOD AND HIMSELF
- PLANNING TO SAVE TIME, MONEY AND TO KEEP FOOD SAFE
- SPECIAL EATING NEEDS OF THE INFANT, THE TODDLER AND THE SCHOOL-AGER
- NUTRITION RESOURCES

BASICS OF NUTRITION

BASIC CONCEPTS ABOUT NUTRITION

Nutrition is the food you eat and how the body uses it.

- we eat food to live, to grow, to keep healthy and well and to get energy for work and play

Food is made up of different nutrients needed for growth and health.

- many kinds and combinations of food can lead to a well-balanced diet
- no food, by itself, has all the nutrients needed for full growth and health

All persons, throughout life, have need for the same nutrients, but vary according to age, activity and state of health. The way food is handled influences: the amount of nutrients in food; its safety; the appearance and taste.

Because a child can only consume a limited amount of food, it is important that what he eats contributes to his nutritional needs. The simplest way to insure a child is getting what he needs is to plan using the Basic Four Food Groups. The names of the groups and the foods they include follow.

BASIC FOUR FOOD GROUPS

1. Vegetable-fruit groups

   - Foods included:
     all vegetables and fruits with emphasis on those that are valuable sources of vitamins C and A

Vitamin A Foods

Dark green and deep yellow vegtables

Vegetables
Broccoli
Carrots
Greens:
Mustard
Turnip
Spinach
Squash - winter
Sweet potatoes

Fruits
Apricots
Cantaloupe

Vitamin C Foods

Good Sources

Fruits
Cantaloupe
Orange juice
Oranges
Grapefruit
Grapefruit juice
Mangos
Strawberries

Vegetables
Broccoli
Brussels Sprouts
Green Peppers

Fair Sources

Fruits
Honeydew Melon
Lemon
Tangerine
Watermelon

Vegetables
Asparagus tips
Cabbage (raw)
Collard and greens
Kale
Kohlrabi
Potatoes
Spinach
Tomatoes

00038

. Contribution to diet:

Fruits and vegetables are valuable chiefly because of the vitamins and minerals they contain. Vitamin C is needed for healthy gums and body tissues. Vitamin A is needed for growth, normal vision, and healthy condition of skin and other body surfaces.

. Amounts recommended:

Choose 4 or more servings every day, including:

1 serving of good source of vitamin C or 2 servings of a fair source.

1 serving, at least every other day, of a good source of vitamin A.

If the food chosen for vitamin C is also a good source of vitamin A, the additional serving of a vitamin A food may be omitted.

2. Milk group

. Foods included:

Milk -- fluid whole, evaporated, skim, dry, buttermilk.
Cheese -- cottage; cream; cheddar-type - natural or processed.
Ice cream.

. Contributions to diet:

Milk is the leading source of calcium, which is needed for bones and teeth. It also provides high-quality protein, riboflavin, vitamin A, and many other nutrients.

. Amounts recommended:

Some milk every day for everyone. Recommended amounts are given below in terms of whole fluid milk:

	8-ounce cups
The child under 9	2 to 3
The child 9 to 12	3 or more

Part or all of the milk may be fluid skim milk, buttermilk, evaporated milk, or dry milk.

Cheese and ice cream may replace part of the milk. The amount of either it will take to replace a given amount of milk is figured on the basis of calcium content. Common portions of various kinds of cheese and of ice cream and their milk equivalents in calcium are:

1-inch cube cheddar-type cheese	= 1/2 cup milk
1/2 cup cottage cheese	= 1/3 cup milk
2 tablespoons cream cheese	= 1 tablespoon milk
1/2 cup ice cream	= 1/4 cup milk

3. Meat group

. Foods included:

Beef; veal; lamb; pork; variety meats, such as liver, heart, kidney.
Poultry and eggs
Fish and shellfish.
As alternates--dry beans, dry peas, lentils, nuts, peanuts, peanut butter

00039

. Contribution to diet:
Foods in this group are valued for their protein, needed for growth and repair of body tissues -- muscles, organs, blood, skin, and hair. These foods also provide iron, thiamine, riboflavin, and niacin.

. Amounts recommended:
Choose 2 or more servings every day.
Count as a serving: 2 to 3 ounces of lean cooked meat, poultry, or fish -- all without bone; 2 eggs; 1 cup cooked dry beans, dry peas, or lentils; 4 tablespoons peanut butter.

4. Bread-cereal group

. Foods included:
All breads and cereals that are whole grain, enriched, or restored, check labels to be sure.
Specifically, this group includes: Breads; cooked cereals; ready-to-eat cereals; cornmeal; crackers; flour; grits; macaroni and spaghetti; noodles; rice; rolled oats; and quick breads and other baked goods if made with whole grain or enriched flour. Parboiled rice and wheat also may be included in this group.

. Contribution to diet:
Foods in this group furnish worthwhile amounts of protein, iron, several of the B-vitamins, and food energy.

. Amounts recommended:
Choose 4 servings or more daily. Or, if no cereals are chosen, have an extra serving of breads or baked goods, which will make at least 5 servings from this group daily.

Children 2-6 years need 3 or more child size servings from the bread and cereal group daily. A child size serving, for a 2-3 year old child is: 1/2 slice bread, 2 tablespoons cooked cereal, or 1/3 cup ready-to-eat cereal. For a 3-6 year old, child size servings are: 1 slice bread, 1/4 cup cooked cereal, macaroni, grits or rice, or 1/2 cup ready-to-eat cereal.

Count as 1 serving for the older child: 1 slice bread; 1 ounce ready-to-eat cereal; 1/2 to 3/4 cup cooked cereal, cornmeal, macaroni, noodles, rice, or spaghetti.

Other foods

. Fats:
Foods included: butter, margarine, salad dressings, oils, shortenings
Contribution to diet: energy and variety

. Desserts:
Foods included: puddings, custards, fruit cups, gingerbread, cookies made with oatmeal or raisins
Contribution to diet: vitamins and minerals when made with milk, eggs, gruit, cereals and molasses. Energy.

. Sugars:
Foods included: candy soft drinks, fruit flavored beverages, frostings, icings, sugar, jelly, jam, honey
Contribution to diet: energy

00040

PLANNING OF MEALS

If a child is to stay well and grow properly, he must have the right foods to eat. It is important to serve food and drinks that are good for him.

Below is a checklist of items related to meal planning. The items are discussed in more detail following the checklist.

Yes	No		
___	___	1.	Are the menus and snacks nutritious, based on the basic four food groups?
___	___	2.	Are menus reasonable in cost, or should cheaper items of equal nutritive value be substituted?
___	___	3.	Can meals be prepared quickly?
___	___	4.	Are the family's meals considered in planning for the family day care child?
___	___	5.	Are planned foods similar to foods the child is served at home?
___	___	6.	Does menu include a variety of foods prepared in different ways?
___	___	7.	Do planned meals differ in texture (crisp, soft, chewy) and differ in temperature (hot, cold)?
___	___	8.	Can some foods be prepared as fingerfoods? Examples are carrot sticks, apple wedges, green grapes and toast sticks.
___	___	9.	Will meals be attractive? Check menus to see that a meal is not "all white" (ground beef patty, cauliflower, noodles and bread).
___	___	10.	Does meal include foods that the child can help prepare?

PLAN FOR NUTRITIOUS MEALS AND SNACKS

Good menu planning is the basis of good nutrition for the child in care and for families.

Each day's food should supply many different nutrients -

- protein for growth and for repair of the body
- minerals and vitamins for growth and to keep the body functioning properly
- fat and carbohydrate for energy

Most foods contain more than one nutrient, but no single food contains all the nutrients in the amounts needed. Therefore, choosing foods wisely means selecting kinds that together supply nutrients in the amounts needed.

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As a caregiver it may be helpful to plan meals in advance. In doing this, select the main parts of the diet from the Basic Four Food Groups. Add other foods as needed to make meals more appealing and satisfying. Some considerations to assist in planning are:

- Include at least the recommended amounts of the Basic Four Food Groups. Serving sizes may differ - small for the young child, extra large (or seconds) for the school-ager.
- Make choices within each of the Basic Four Food Groups. Foods within each group are similar, but not identical, in food value.
- Other foods added to round out meals and provide enough food energy to support normal growth.

Snacks are an important part of a child's diet. To meet the nutritional and energy needs both morning and afternoon, snacks should be planned. Some snack ideas are:

- Milk, custard, ice cream or cheese cut in different shapes.
- Fresh fruits such as apples, oranges or bananas, dried fruits such as apricots, prunes or raisins, fruit juices such as orange-pineapple, grape, or frozen juice cubes; canned fruits such as peaches or apricots.
- Raw vegetables such as carrots, celery or tomato wedges.
- Meats and alternates such as peanut butter, strips of cold luncheon meat or hard cooked eggs.
- Enriched breads such as crackers, toast or cereal.
- A child should be encouraged to brush teeth or rinse mouth with water ("swish and swallow") immediately after eating.

Planning meals for a week at a time will help in organizing time for shopping and preparation. Once meals are planned, they should be posted so the parents can see them. A child can help plan meals occasionally. It is helpful to have a quiet time set aside each week for meal planning. Whether or not breakfast is included will depend on the decision made by caregiver and parents.

Sample chart of weekly meals and snacks

	May 5 - 6		*Planned by Mary **Planned by Tom	
	Breakfast	Snack	Lunch	Snack
Mon.	cream of wheat buttered toast jelly milk	orange juice graham cracker	*peanut butter sandwich carrot stick banana milk	cheese toast apple juice
Tues.	soft-boiled egg bran muffins hot chocolate	grape juice bread & butter finger sandwiches	**fried chicken mashed potatoes oatmeal cookies milk	apples milk

00042

Suggested noon meals

Below are suggested noon meals designed to meet the nutritional needs of a young child. All meals include something from each of the Basic Four Food Groups. A child's serving is one tablespoon for each year of life.

Creamed green beans on mashed potatoes
Saute'd ground turkey
Milk
Cereal bars

Split pea soup
Crackers
Milk
Peach sauce
Vanilla cookie

Macaroni & cheese
Cooked sliced carrots
Orange juice
Applesauce

Spaghetti medley spaghetti, hamburger tomatoes, peas, onion
Milk
Applesauce

Tuna noodle casserole with peas
Milk
Canned peach slices

Meat loaf (with oatmeal)
Mashed squash
Crackers or bread
Milk
Vanilla pudding

Vegetable-beef soup
Crackers
Milk
Rice pudding

Scrambed eggs
Mixed vegetables
Crackers or bread
Milk
Fruit gelatin

Fish sticks
Bread & butter sandwiches
Carrot sticks
Milk
Prunes

PLAN TO SAVE TIME

A caregiver has many responsibilities for the child in her care as well as a responsibility to her own family. It is important to plan meals and snacks that are nutritious but that do not require a great amount of time to prepare.

- Leftovers may be used the day after a food was served. For example, if roast beef is served one day, a stew with leftover roast beef, vegetables and potatoes can be served the following day.
- Prepare as much of the food ahead of time as possible. For example, molded salads, potato salads and meat salads can all be made the night before, as can baked desserts, custards, and muffins.
- There are many creative ways to prepare food ahead of time and freeze for later use. For example, 3 pounds of hamburger can be purchased and then cooked all at the same time, using 1 pound for meatloaf, 1 pound for meatballs, and the last pound for hamburger patties. These dishes could then be frozen and used as needed.
- Another idea for creative use of the freezer is to store one serving of leftovers on an aluminum tray in the form of homemade TV dinners. Perhaps one day there will be one serving of roast beef, corn, and green beans left. The next day there may be a serving of barbecued weiners, mashed potatoes, and chopped broccoli. After several of these "dinners" accumulate, have a pot-luck lunch. (Do not use food which has been served onto the child's plate. Use only food which remains in the pan or serving dish.)

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Note: The length of time food may be held in the freezer depends on the temperature of the freezer. If the freezer temperature is above 0° F., food should be held only for a short amount of time -- no longer than 2 weeks. Below 0° F., food can be held for longer periods. Raw meats should always be frozen unless they are to be used within 25 hours.

- The best way to thaw food, either raw or cooked, is to remove it from the freezer 12-24 hours before cooking time and place it in the refrigerator. This eliminates the possibility of bacterial growth from holding food at room temperature for a long time. Larger cuts of meat, such as a roast or turkey, may need to be kept in the refrigerator 36-48 hours to allow thawing.
- Quick lunches can be prepared from cans and boxes. For instance, prepare a boxed macaroni and cheese dinner according to package directions. Add one 6 oz. can of drained, flaked tuna. Heat this in a moderate oven (350°) until hot. Meanwhile, open and heat a can of mixed vegetables and one of chilled sliced peaches. Serve this with milk and bread for a complete meal in 20 minutes.
- Planning and preparing meals for the child should be coordinated with meal planning for the family. Plan to make enough of a casserole for lunch to serve the family at supper. (This could also be frozen and served several days later). Desserts, molded salads, and breads can be made in large enough quantity to serve both the day care child and the caregiver's family.

PLAN TO SAVE MONEY

Careful planning helps eliminate food costs caused by waste or spoilage of food held too long before it is eaten. It usually saves money to shop a week at a time from a market list prepared from planned meals. As the food list is made out, check to see what is on hand. Here are pointers to help buy wisely:

- Read labels. Find out what is in foods. Some foods may cost a few cents more if they have been enriched or fortified, but they are worth the extra pennies.
- When buying meat, consider the amount of lean meat vs. bone and fat, not just the cost per pound. The number of servings determines the actual cost.
- Buying food in large quantities is sometimes more economical than buying in small amounts. However, it is not wise to buy large amounts if adequate storage is not available or if the food may spoil.
- Check food prices at more than one grocery store. Buying from large chain supermarkets will tend to save money unless transportation costs to and from the store are high. Smaller, privately owned grocery stores tend to have higher food prices.
- Use nonfat dry milk for cooking. This milk is just as nutritious as whole milk and is much cheaper.

- Sometimes it is wise to serve eggs, cheese, peanut butter, dried beans and peas instead of meat. However, peanut butter, peas and beans are incomplete sources of protein and need to be accompanied by a small portion of animal protein such as milk, egg, cheese or meat.
- Buy fresh fruits and vegetables in season when they are cheaper.
- A lesser known brand will often cost less but be equal in nutritional value to highly advertised brand.
- When buying convenience or partially prepared foods, decide if you are willing to pay the extra cost for the time and labor saved. Occasionally prepared cake and pudding mixes cost less than preparing them from scratch.
- Purchase the style of food items that fit the intended use. For example, canned fruits are often less expensive and more convenient for molded salads than fresh fruit.
- A grocery list arranged the way foods are ordered in the store makes food shopping faster and more efficient.

PLAN TO KEEP FOOD SAFE

Health and safety is too important to be left to chance. Food poisoning can be mild as in a minor stomach upset or it can be fatal. Handling food properly and following sanitary procedures cannot be emphasized enough.

An understanding of where and how bacteria grow is valuable in learning how to prepare and store food properly. Temperatures and time influence the growth of bacteria. Like other living things, bacteria need food, warmth, moisture, and time to grow and multiply. Because of this, it is important to:

- Serve food soon after cooking or refrigerate promptly. Keep food in the refrigerator until it is served or reheated.
- Speed the cooling of large quantities of food by refrigerating it in shallow containers.
- Keep hot foods hot (above 140° F.) and cold foods cold (below 40° F.). Food may not be safe to eat if held for more than 3-4 hours at a temperature between 60° F. and 120° F. Remember that time includes all time during preparation, storage and serving.
- Thoroughly clean all dishes and utensils and wash surfaces with soap and water after each use. Bacteria can be destroyed by rinsing utensils and work surfaces with chlorine laundry bleach in the proportion recommended on the package. Cutting boards, blenders, and can openers particularly need this protection.
- Use only clean eggs with sound shells in any recipe in which eggs are not thoroughly cooked (such as egg-milk drinks, scrambled eggs, uncooked salad dressing, ice cream, puddings cooked on top of the range). Cracked or soiled eggs may contain harmful bacteria.

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- Use pressure cooking methods for canning vegetables, meat or poultry as a boiling water bath, an oven, a steamer without pressure, or an open kettle does not heat the product enough to kill certain bacteria.
- Foods that have been thawed to room temperature or that have been held in the refrigerator longer than one day should not be frozen or refrozen.

If the odor or color of any food is poor or questionable, it may be dangerous. When in doubt, throw it out.

Teach the child how to handle food carefully to avoid contamination. When the child works with food, teach him the importance of working with clean hands and clean utensils. He should be taught to mix foods with clean utensils instead of his hands whenever possible.

He can also be taught to wash his hands with soap and water after touching raw meat or eggs and before working with another food. A child especially needs to be taught not to use the same spoon to taste food that is being used to mix food.

CONSIDERATIONS RELATED TO FEEDING THE CHILD

CONSIDER THE SETTING FOR MEALS AND SNACKS

Family style service works well with the young child. A child likes to be able to make some decisions about what he eats. It is easier to start with small servings and have seconds and thirds if wanted. When new foods are served, start with a small amount on the child's plate. In this way, the child can taste the food and get used to it gradually. A child should be encouraged but not forced to eat.

Dessert may be an integral part of a meal, but is not necessary with every meal. When dessert is withheld as punishment or offered as a reward for eating all of the food on the plate, it becomes more attractive than the rest of the meal.

Eating utensils should be the size that a child can handle. This encourages independence. A very young child can be allowed to feed himself as soon as he shows the desire to do so. He may be messy at first, but will improve with a little help, encouragement and patience. Prepare for the mess by placing newspapers underneath the chair and by buying the non-tip tumbler for drinking.

Meals can be a time for interesting and pleasant conversation about what the child has done and is planning to do.

Suggestions for making meals pleasant

- Look at food and the table as the child does. Glasses of milk and big servings may seem extremely large to the child who is barely able to see over the table.
- Serve foods appropriate for the child's age. For the preschool child foods should be colorful, crisp, smooth, easy to chew, and not too hot or cold. Finger foods are appropriate.
- Introduce only one new food at a time as children have extremely sensitive taste buds.

CONSIDER THE SPECIAL EATING NEEDS OF AN INFANT

Feeding of an infant should be individualized

All babies are different, and the time and amount of feeding should be based on the individual child. Discuss with the parents the child's feeding schedule and decide together what is best for the baby and agreeable to caregiver and parents. The infant may get hungry at different times of the day. Knowing the child well helps in deciding when he is hungry. Keeping a record of feeding times will soon show each child's pattern and when feeding times can be anticipated. It is important to hold the baby when feeding him. Sit in a comfortable chair so the feeding can be relaxed and the baby can be cradled.

See that the milk, which should be cool or at body temperature, drops easily from the nipple but not in a fast stream. Some babies suck strongly and steadily with a "no-nonsense" kind of behavior. Others such a few minutes rest, and begin again. If the baby becomes so active or excited that he loses the nipple and begins to cry, try to calm him before giving him the nipple again. Allow plenty of time as the time a baby needs for eating will vary and it is important to keep this a relaxed, warm and pleasant time for baby and adult.

Throw away any formula left in the bottle after feeding is completed. Even if two ounces are remaining, do not refrigerate and use again. Bacteria may be growing in the formula. If the parents bring formula, be sure there is enough for the entire day. If the formula is provided use a prepared iron-fortified formula -- either the ready-to-feed or the kind to which water is added--unless the child's parents have given other instructions.

In feeding any foods such as cereal or strained baby foods, the child should be held in a more upright position and fed with a small flat spoon. Any new foods should be introduced to the baby one at a time with intervals of at least 3 days between two new foods. In this way, the cause of any allergic reaction is easier to determine.

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Guide for introduction of solid foods

The material presented on the following pages is intended only as a guide. Do not follow this chart if the child's physician has given other instructions. The amounts shown are only approximate.

2 weeks - 1 month: BABY CEREAL - rice, oatmeal, barley. The large boxes of these dry baby cereals are the most economical.

Suggested feeding pattern

5 - 6 A.M.	1 - 2 P.M.
Formula 4 oz.	Formula 4 oz.
9 - 10 A.M.	**5 - 6 P.M.**
Cereal 2 - 3 Tbsp.	Cereal 2 - 3 Tbsp.
Formula 4 oz.	Formula 4 oz.

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2 months FRUIT - strained bananas, applesauce, peaches, pears, apricots, prunes, etc.

Suggested feeding pattern

6 A.M.	1 - 2 P.M.
Formula 4 oz.	Formula 4 oz.
	Cereal 2 Tbsp.
9 - 10 A.M.	**6 P.M.**
Cereal 2 - 3 Tbsp.	Cereal 2 - 3 Tbsp.
Fruit 2 Tbsp.	Fruit 2 Tbsp.
Formula 4 oz.	Formula 4 oz.

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3 months VEGETABLES - strained carrots, squash, green beans, beets, etc.

Suggested feeding pattern

6 A.M.	1 - 2 P.M.
Formula 4 - 5 oz.	Cereal 2 Tbsp.
	Vegetables 2 Tbsp.
	Formula 4 - 5 oz.
9 - 10 A.M.	**6 P.M.**
Cereal 2 - 3 Tbsp.	Cereal 2 Tbsp.
Fruit 2 Tbsp.	Fruit 2 Tbsp.
Formula 4 - 5 oz.	Formula 4 - 5 oz.

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4 months MEATS - strained beef, chicken, veal, lamb, pork, liver, etc.

Suggested feeding pattern

6 A.M.	1 - 2 P.M.
Formula 5 - 6 oz.	Vegetables 2 Tbsp.
	Meat 2 Tbsp.
	Formula 5 - 6 oz.
9 - 10 A.M.	**5 - 6 P.M.**
Cereal 2 - 3 Tbsp.	Cereal 2 Tbsp.
Fruit 2 Tbsp.	Fruit 2 Tbsp.
Formula 5 - 6 oz.	Formula 5 - 6 oz.

0847

5 - 7 months

Junior food and selected table food. More solid foods may be offered at this time. Use either plain junior foods or soft table foods that have been chopped or ground to a suitable texture.

At this age, the baby can be encouraged to feed himself a cracker or piece of toast.

Suggested feeding pattern

Breakfast	Noon meal
Cereal, cooked or dry baby cereal	Chopped meat or alternate
Meat-mashed egg yolk or small serving meat	Mashed vegetables
Bread-toast or crackers	Fruit-canned or cooked
Formula 6 - 8 oz.	Bread, toast or crackers
	Formula 6 - 8 oz.

Mid-morning	Afternoon snack
Juice 3 - 4 oz. (in cup)	Formula 6 - 8 oz.
	Crackers or toast

Do not give the baby gravy or use fat meat or grease his foods.

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8 - 12 months

Table foods. At this time the baby can eat most of the foods that an older child eats. These foods should still be prepared with a minimum of grease or seasoning. Food should still be mashed or finely chopped depending on the child's ability to chew.

By this age, the baby can be drinking juice and most of his milk from a cup. He is probably beginning to cut his teeth and is sitting up and learning to feed himself. It may be messy--but let him help feed himself.

Suggested feeding pattern

Breakfast	Noon meal
Cereal-cooked cereals such as Malt-O-Meal, Cream of Wheat	Meat or alternate
Meat or alternate-soft scrambled egg	Vegetable-green or yellow
Toast with margarine	Potato or rice
Formula or milk 8 oz.	Formula or milk 6 - 8 oz.

Mid-morning	Afternoon snack
Juice	Fruit
Toast or cracker	Cracker or plain cookie

Foods not suitable for infants under one year of age include: highly seasoned dishes, rich pastries, sweets and nuts.

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CONSIDER THE SPECIAL EATING NEEDS OF A SCHOOL-AGER

Good nutrition is essential for a school-ager. He needs to replenish his energy supply and to provide himself with nutrients for growth and health. This age is much more independent than a pre-schooler, so he likes to choose his own snacks. Help him make wise choices by keeping available plenty of high-protein snack foods such as milk, ice cream, cheese and crackers, peanut butter and cooked meats. Raw fruits and vegetables also make good snacks.

Breakfast is very important; a person who eats breakfast tends to do better in his work and have a longer attention span. If breakfast is served, encourage a school-ager to eat by providing nutritious foods he likes, even if it means a hamburger, a cheese sandwich, or a peanut butter sandwich with milk.

CONSIDER THE CHILD'S ROLE

A child can learn a great deal about nutrition and about himself by being involved in the planning, preparation and serving of meals and snacks. When these activities are considered opportunities for learning and enjoyment, it is easier to find the "time" for a child to help. In the PUTTING IT ALL TOGETHER section of this handbook many ideas for food-related activities can be found. Below are some specific areas in which a child can help.

Planning

- planning snacks
- planning menus for noon-meals
- shopping for specific items
- assisting in the weekly shopping

Preparation

- cleaning vegetables
- cutting or tearing foods to serve
- making sandwiches or finger foods
- making beverages from packets or cans

Serving

- setting the table
- making centerpieces
- pouring milk, juice or water
- serving himself
- cleaning up spills
- getting dessert
- clearing plates
- cleanup after meal

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CHILD GROWTH AND DEVELOPMENT

THIS SECTION OF THE HANDBOOK IS DESIGNED TO GIVE A CAREGIVER INFORMATION ON:

- THE BEHAVIOR AND SKILLS TO EXPECT OF A CHILD
- METHODS OF WORKING WITH PARENTS FOR THE OPTIMUM GROWTH OF THEIR CHILD
- WAYS TO KNOW EACH CHILD'S ABILITIES AND PREFERENCES
- HOW TO HELP A CHILD GROW AS BEST HE CAN
- HOW TO KNOW WHEN A CHILD NEEDS HELP WITH SPECIAL PROBLEMS
- THE COMMUNITY AS A SOURCE OF IDEAS AND HELP REGARDING THE GROWTH AND DEVELOPMENT OF CHILDREN

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HOW A CHILD GROWS

A child is developing new skills every day. The physical process of growing up enables him to continually do new things. There is a lot of truth in the statement that when a child is ready to acquire a new skill, he will do so. At the same time, the skills a child has are directly related to his environment. When a child is physically able to acquire a new skill but is not given the opportunity or stimulus to do he will lag behind in that development. For a child to develop his own potential he needs the combination of his own growing and of people and environment who help him. This kind of growth is the goal of all of us who work with young children.

ADULTS HELP A CHILD GROW

The early years of life are extremely important because what happens to a child during this time may affect him for the rest of his life. The people with whom a child spends his early years play a vital role in his development. It is this involvement in helping a child grow into the kind of person he will become which makes a caregiver different from a babysitter.

The way a caregiver relates to the child, how much time she spends with him and the opportunity she provides for learning will influence what kind of person the child becomes. The kind of person he is involves:

- how he thinks of himself - does he think he is a worthwhile person
- how he thinks of others - does he trust other people
- what he is able to do with his body - can he control and coordinate his actions
- what he can do with his mind - can he understand ideas and express himself
- what he can do for himself - can he take of his own needs

WORDS USED TO DESCRIBE A CHILD'S GROWTH

The process of growing up is called child growth and development. In order to talk about this process, certain words are commonly used to describe different aspects of development. These words are:

cognitive development - refers to what a child knows, his ability to understand words and to say clearly what he is thinking. It also refers to the way he takes in and uses information.

0052

social and emotional development - refers to a child's feelings about himself and his ability to relate to other people. It covers his reactions to social situations and his regard for people and possessions. It also includes the way he copes with his emotions and impulsive actions.

motor development - refers to both the large and fine motor actions. Large motor refers to the movement and coordination of the whole body; crawling, sitting, standing, walking, running. Fine motor refers to movement and coordination of certain muscles in parts of the body; grasping, holding, drawing, manipulating.

hygiene and self help - refers to the ability of the child to take care of his own needs; eating, toileting, washing, dressing and sleeping.

Although each area of development can be discussed by itself, these developmental processes are all happening at the same time within the child.

The definitions of the developmental areas may remain unclear. Specific examples of the behavior described by these definitions might be helpful. These will be found in the following pages in the age characteristics and rating forms.

A CHILD'S GROWTH FOLLOWS PATTERNS

The development of human beings can be described because we all go through the same steps and in pretty much the same order. A baby sits before he stands, crawls before he walks, coos before he talks. Each step is built on the one before it and usually cannot be skipped or hurried. The rate that a child moves from step to step varies greatly with each child. It seems that sometimes he will do many new things all at once, while at other times he seems content to practice the same skills over and over.

As adults we need to support this process of growth and development by encouraging him to do what he is ready to do but also by allowing him to be comfortable with and practice the skills he has already learned.

ASSISTING THE GROWTH OF EACH CHILD

Adults who live with a child want him to learn as much as he is able and to enjoy the growing and learning process he is going through. The remainder of this section of the Handbook is designed to provide information on:

- understanding the sequence of developmental steps
- realistic expectations for each child

00053

- assessing each child's growth

- knowing which experiences each child needs to develop in the best way he can

ADULTS HAVE GOALS FOR A CHILD

There is no blueprint to tell us what a human being should be. We all know and like many different kinds of people, but also value certain kinds of behavior more than other kinds. Some people feel achievement in school or sports is important while others do not. Some people enjoy being around people who display a lot of emotions while others do not. Most of us have certain definite ideas about what kind of adult we would like a child to become.

It is extremely important that a caregiver know what goals parents have for their child and it's important that the parents know what kind of behavior the caregiver values. A child can become confused if his parents and caregiver have widely different expectations of him. Although it is sometimes hard to verbalize the values desired, it is essential that the parents and caregiver spend time talking about their goals for the child.

The rating forms on the following pages may be helpful in facilitating such a discussion. The form is based on a set of goals which a group of adults developed for children. Parents and caregiver can use it to decide which goals they believe to be important for the child. Additional copies of the form are readily available. Refer to resources listed at the end of the RECORD KEEPING section to find where more forms can be obtained.

KNOW WHERE THE CHILD IS

Once the parents and caregiver have determined what kinds of behavior and skills they hope the child is developing, they need to determine what he can do right now. It is probable that a child will do some things very well and have trouble doing other things. If a caregiver is to provide for a child's growth, it is important to know what he can and cannot do. Then she can provide opportunities for him to develop skills in the areas which appear to be more difficult for him. For example, if rating shows that a child has difficulty jumping, the caregiver could then provide space, equipment and encouragement for that activity. It may mean, trips to the park or the rearrangement of a room so that a child could have a place to jump.

Instructions for the use of the rating forms are included with the forms. It might be helpful if both the parent and caregiver complete a rating of the child and then compare their results. This can lead to a discussion of how parents and caregiver can best help the child and what they expect of one another.

00054

No child passes or fails in this evaluation process. The purpose is to help determine each child's own pattern of development.

If he can do most of the items in a section (i.e., Cognitive, Social Emotional, Motor and Hygiene or Self-help) then this is an area in which he is very skilled. Likewise, if he cannot perform a number of items in a section of the appropriate age form, then this is an area in which he has not yet developed and can use special encouragement.

The ratings are based on what researchers have found to be normal patterns of development. A child who cannot do many of the items in a particular area such as motor skills or in several areas for his age group may need special or professional help. If a caregiver believes that a child can benefit from being seen by a specialist, she should indicate this to the parents and help them locate people and agencies in the community. The resources listed at the end of this section include clinics, agencies and organizations whose job it is to work with the child and his family. Early identification and assistance have proved to greatly increase the chances that a child will overcome any difficulties he is experiencing.

ENCOURAGE THE CHILD'S GROWTH

Once we know where we want a child to go and where he is now, the challenge is to provide the opportunities and encouragement which will help keep him moving. The age activity lists included in the Developmental Characteristics and Related Activities and Equipment are designed to help a caregiver do this very thing: provide stimulating experiences for each child in her care.

DEVELOPMENTAL CHARACTERISTICS
AND
RELATED ACTIVITIES AND EQUIPMENT

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WHAT

The age-activity list is a description of the patterns in normal growth for specific ages.

Three kinds of information included which are helpful to persons who work with children are:

- what to expect of a child -- DEVELOPMENTAL CHARACTERISTICS
- what kinds of activities help a child develop -- ACTIVITIES
- what kinds of equipment stimulate activities which will help a child develop -- EQUIPMENT

Ages have been used only as a guide. A child may be ahead of or behind his chronological age. Therefore it is valuable to read the age-activity list for the age groups before and after his chronological age.

Equipment will be used by children in many different ways. Some equipment stimulates a child to work on certain skills. For instance, games encourage a child to work with others while balls encourage him to coordinate and control his body.

The lists of developmental characteristics, activities and equipment are by no means exhaustive. A caregiver can find more information by using the public library and other resources listed at the end of this section.

WHY

The important ingredient in the care of children is familiarity with each individual child. Adult expectations should be realistic for it can be harmful to expect either too much or too little of the child.

HOW

The age-activity lists can be used alone or in conjunction with the rating forms. If it is to be used alone, the chronological age is a good place to begin, but a child's growth may be described by an age group older or younger than his own.

If the rating form lists are used together refer to the developmental area or areas in which the child can perform the fewest items on the rating form. The age-activity lists then gives the skills the child will learn and the activities and equipment which will provide opportunities for him to practice these skills.

FROM BIRTH TO 3 MONTHS OF AGE

DEVELOPMENTAL CHARACTERISTICS

Responds to moving person or object

Lifts head slightly when lying on back

Thrusts arms in play

Makes crawling movements with legs

Tenses body in anticipation of being lifted

Responds to sounds

Begins to smile

Responds and is comforted by being touched and held

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ACTIVITIES

Hold, pat and touch baby for comfort and stimulation

Talk and sing to baby

Provide opportunities for baby to look at things:
hold baby up; carry baby in infant pack; prop baby up with pillows

Note: Use infant seat but sparingly as there can be damage to baby's head and back with prolonged use

EQUIPMENT

Bright colored objects that cannot be swallowed

Pictures and designs hung where baby can look at them

Toys and other objects that make noise

Objects that have different textures

Baby packs

00057

FROM 3 TO 6 MONTHS OF AGE

DEVELOPMENTAL CHARACTERISTICS

Eyes follow moving objects

Reaches for objects using both hands

Rolls body from side to [illegible]

Head control develops

Turns head to follow sound

Laughs out loud when played with

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ACTIVITIES

Provide a variety of things for baby to look at

Talk with baby and imitate baby's action and sounds

Introduce new sounds and actions to baby

Place some toys beyond baby's reach so he will attempt to move for them

Play games with him: "Peek-a-boo", "Pat-a-cake"

Set aside times to hold, play and talk with baby

EQUIPMENT

Crib games

Mobiles, pictures and designs hung where baby can look at them

Soft cuddly toys

Objects small enough to be grasped & put in mouth but too large to be swallowed

Teethers

Toys and other objects that make noise

FROM 6 TO 12 MONTHS OF AGE

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DEVELOPMENTAL CHARACTERISTICS

Sits with minimal or no support

Rolls over

Pulls along on stomach / crawls

Pulls self up / stands hold on / stands alone

Feeds self cracker / eats table food with help

Holds two objects / reaches and grasps object / transfers hand to hand

Babbles / uses consonant sounds: (da, ma, ba) / imitates speech sounds

Aware of others - looks for daily companion

Responds to own name / responds to simple request

Squeals with joy or pleasure

Participates with others in simple games such as "peek-a-boo"

ACTIVITIES

Singing and talking games: peek-a-boo; pat-a-cake

Naming games i.e., naming toys, objects, pictures

Give and take games

Adult on floor crawling, chasing or being chased by baby

Encourage baby to explore safe places in house and yard

Stack blocks

Look at and respond with word or sound to baby picture book

Supervised play in the bathtub

EQUIPMENT

Push toys

Mobiles and other bright-colored things to look at

Unbreakable mirror

Various shapes of colored, textured objects

Noisy toys, e.g., pots and pans, spoons, shakers

Stack toys - containers that fit inside each other

Cardboard boxes for getting in, crawling over

Large wooden spools, beads or cubes

Solid pieces of furniture on which baby can safely pull himself up and walk around

00059

FROM 12 TO 18 MONTHS OF AGE

DEVELOPMENTAL CHARACTERISTICS

Walks holding on / stands alone / walks with good balance

Can move his body in and out of spaces i.e., boxes, chairs

Feeds self / interest in using spoon / holds own cup

Carries something in each hand

Grasp and release fully developed: can turn pages and stack blocks

Directs movement of object as in scribbling or feeding self

Imitates words / single word sentences / labels objects / names familiar objects / uses two or three words together

Points to familiar objects when named

Looks for objects out of sight

Does not know limits - needs help to set limits

Communicates needs and desires

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ACTIVITIES

Read stories and look at picture books together

Climb on solid objects such as steps, boxes or furniture

Water play: pouring from one container to another

Stack blocks and boxes

Pulling or pushing objects

Listening to and making sounds with body and objects

Singing and singing games - "Ring around the Roses"

Naming foods - describe color and texture

Repetition of directions

Simple hiding games: people and things

Manipulative activities such as stringing beads

EQUIPMENT

Sturdy picture books

Pull and push toys

Large balls

Large cardboard boxes

Wheel toys (without pedals)

Small or rocking chairs

Climbing equipment (steps)

Pounding bench and building blocks

Spools - beads & string

Nesting toys and pop beads

Stack ring toy

Trucks

Simple puzzles

Musical toys & play phone

Dolls & pretend animals

Unbreakable mirrors

00060

FROM 18 TO 24 MONTHS OF AGE

DEVELOPMENTAL CHARACTERISTICS

Increasing large motor skills:
walks backward and up and down steps with help;
stands up and down; stands on one foot;
throws, kicks ball

Beginning to help himself:
uses spoons & cup - spills;
washes hands with help;
removes simple garments

Increasing ability to understand and communicate:
will ask for foods by name;
speaks in 4 or 5 word sentences;
names pictures; points to parts of body;
uses words to make needs and desires known

Increased sociability:
interested in simple play with adults and children;
beginning awareness of himself as a person and will refuse help,
suggestions and ideas from others; acts negatively

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ACTIVITIES

Climbing (under supervision)

Sand box play - filling containers

Throwing and kicking balls

Carrying boxes or large cardboard blocks

Water play

Scribble with crayon

Music - also dancing and marching

Simple stories with pictures, nursery rhymes

Finger plays

Walks around neighborhood

EQUIPMENT

Picture books

Wheel toys

Climbing toys

Large (5" diameter) balls

Pounding bench

Blocks of all sizes
especially large cardboard

Puzzles simple and large
pieces

Ring stack toys

Beads to string

Noisemakers

Dolls

Farm & zoo animals

Play phone

Unbreakable mirrors

00061

TWO-YEAR-OLDS: FROM AGE 2 TO AGE 3

COGNITIVE

DEVELOPMENTAL CHARACTERISTICS

Asks for specific toy without seeing it

Names one color

Names pictures and objects

Talking:
- speaks in phrases; vocabulary increasing;
- repeats and imitates words and phrases;
- talks with another child

Understands language:
- complies with simple commands such as "no-no" and "bring me"

Sings simple songs

Aware of shapes and some sizes

Matches or groups familiar objects as to color, form, size

Uses spatial and number concepts:
- counts two;
- puts things "on" or "in"

ACTIVITIES

Finger plays

Games:
- sorting; finding objects; story telling; and singing songs

Labeling and describing objects and events

Supervised TV

Listens to stories and nursery rhymes

EQUIPMENT

Puzzles

Beads (pop-together and stringing)

Picture books

Shape sorting toys

00062

TWO-YEAR-OLDS: FROM AGE 2 TO AGE 3

SOCIAL & EMOTIONAL

DEVELOPMENTAL CHARACTERISTICS

Plays near another child often doing the same things, but not necessarily playing with him

Plays longer with one toy

Beginning to wait for turns

Makes definite requests

Insists on doing things own way and at own time pace

Responds to choices better than commands

May be shy of strangers - needs time to look people over

Affectionate, demanding and dependent in relationships

Pretend play based on adult activity (e.g., talk on telephone)

Likes rituals, wants to do things the same way (may also apply to routines such as nap and meal time)

ACTIVITIES

Circle games

Allow for quiet - alone places and time

Opportunity to choose between two or three alternatives

Housekeeping

Opportunity to play near other children

EQUIPMENT

Trucks and cars

Dolls

Housekeeping equipment

Mirrors

Dress-up clothes - male and female

Note: having two pieces of same equipment will encourage social play among two-year-olds

00063

TWO-YEAR-OLDS: FROM AGE 2 TO AGE 3

MOTOR SKILLS

DEVELOPMENTAL CHARACTERISTICS

Whole body Coordination improving:
- climbs steps one foot at a time;
- jumps;
- walks backward;
- runs; pedals a tricycle;
- kicks and throws a ball

Finger dexterity and hand control:
- attempts to cut with scissors;
- imitates lines while drawing;
- takes simple object apart

Builds objects with blocks

Strings beads or spools

Turns doorknobs, unscrews lids

Pours water from one container to another

ACTIVITIES

Sand box and/or water play with containers such as funnels, cans, spoons, etc.

Climbing

Throwing / catching balls

Music - marching or dancing

Table activities:
- puzzles; matching games; coloring;
- cutting, painting, finger painting

Outdoor play - running, jumping, triking

EQUIPMENT

Puzzles and sorting boxes

Blunt scissors, crayons, paper

Beads and Balls

Blocks of all sizes and shapes

Wheel toys and Pull toys

Climbing equipment:
- stairs; ramps, boxes

Sandbox or tub for sand, water, mud or any material that can be poured, sifted etc.

00064

TWO-YEAR-OLDS: FROM AGE 2 TO AGE 3

HYGIENE & SELF HELP

DEVELOPMENTAL CHARACTERISTICS

Can undress oneself, begins to dress oneself but needs help; occasionally initiates dressing

Drinks from cup or glass unassisted - some spills

Feeds self solid food - considerable spilling

Can use toilet or potty chair - needs help

Washes hands and face - needs help

Has usually settled into afternoon nap pattern

ACTIVITIES

Support child's interest in dressing and undressing; provide plenty of time

Allow child to feed and wash himself - with assistance

Assist in toileting without pressure - expect accidents

Plan reading, music and other quiet activities prior to nap

EQUIPMENT

Child size hooks and hangers for clothing

Child sized eating equipment

Stools for sink and toilet

Button, lacing and zipper frames or toys

00065

THREE-YEAR-OLDS: FROM AGE 3 TO AGE 4

COGNITIVE

DEVELOPMENTAL CHARACTERISTICS

Curious - wants to find out about everything

Uses first and last name to identify self

Communication expands:
uses questions as a major communication tool - asks "dumb" questions;
beginning to express ideas as well as wants

Sings simple songs and begins word play

Listens and can be reasoned with verbally

Unable to evaluate own behavior - unable to take the role of another person

Uses fantasy and imaginative play to give meaning to people and events

Concept development:
can match primary colors; names at least three shapes;
can count to five or more; can place graduated sizes in proper order;
begins to understand the concept of size - choose large or smaller of two objects

Begins to understand and use concept of time e.g., noon, yesterday

ACTIVITIES

Encourage conversations with other children and adults

Read and tell stories

Encourage child to tell and retell stories, including original stories

Help child use descriptive terms - e.g., "big red ball"

Encourage child to label, classify and sort objects by size, color, or shape

Encourage development of time concepts - discuss daily and weekly routine in terms of time concepts

Ask frequent questions related to numbers e.g., "how many glasses of milk?" "how many buttons are on that shirt?"

EQUIPMENT

Picture books

Pictures for story telling (from magazines, papers, etc.)

Puppets

Dolls, trucks, pretend animals

Housekeeping equipment

Blocks

Ring tower, kittie in a keg, learning tower

Household objects can be used to count, to label, classify and sort: e.g., buttons, poker chips, dishes, silverware, beans

00066

THREE-YEAR-OLDS: FROM AGE 3 TO AGE 4

SOCIAL & EMOTIONAL

DEVELOPMENTAL CHARACTERISTICS

Wants to please - is more cooperative and conforming than before

Is still egocentric:
own needs & wants are more important than those of others

Some control of strong feelings - e.g., will scream, "stop it" rather than striking out at another child

Concrete fears decreasing but imaginary fears increasing e.g., darkness, dreams, ghosts

Learning to accept some rules

Beginning to accept some explanations

Can play with as well as near small groups (2 or 3 children)

Beginning to take turns

Some sharing may be seen especially with friends

ACTIVITIES

Select picture books about feelings, e.g., friends, fears, family relationship

As children play together help child understand feelings and actions, both his own and others

Make possible time and space for child to play with others

Supervised TV e.g., Mr. Rogers

Puppet or play people to act out fears, to prepare child for new sitations or to explore feelings

Quiet times to talk

EQUIPMENT

Pliable or wooden families and people

Toys that encourage 2 or more children to play together

Puppets

Picture books

Mirrors

99087

THREE-YEAR-OLDS: FROM AGE 3 TO AGE 4

MOTOR SKILLS

DEVELOPMENTAL CHARACTERISTICS

Explores world by doing - wants to touch, move, taste, smell

Whole body coordination:
- uses stairs easily; climbs and descends a ladder;
- jumps - feet together; hops on both feet;
- bounces, throws and catches a ball

Finger dexterity and hand control:
- makes line drawings approximating simple shapes;
- cuts across paper but not on line; strings small beads;
- draws face with eyes, nose, mouth and ears - the features are not yet drawn in proportion or consistently placed in the correct position

Builds blocks into complete structures

ACTIVITIES

Provide space and time for dancing and musical activities

Encourage balancing activities e.g., walking on curb lines, sidewalk edges

Encourage table activities: puzzles, pegs, drawing, coloring and cutting

Provide areas and opportunity for release of energy: climbing, running, jumping, kicking, bouncing, throwing

EQUIPMENT

Balls of different sizes

Balance beams

Climbing equipment:
stairs, climbers, ladders, ramps

Mattresses

Crayons, pencils, pens, mark-a-lots, paper, scissors

Beads

Blocks of different sizes

Construction toys:
tinker toys, pre-school lego

Puzzles and peg boards

Rhythm band instruments (can be made from cans, cartons, etc.)

00048

THREE-YEAR-OLDS: FROM AGE 3 TO AGE 4

HYGIENE AND SELF HELP

DEVELOPMENTAL CHARACTERISTICS

Can take care of routines such as toileting and washing but often needs time to accomplsih these tasks

Frequently initiates dressing

Puts on simple articles of clothing

Can spoon feed self - occassionally needs help

cleans up spilled liquids - needs help

Sleeps for a short time or not at all during nap time but needs quiet rest time

Can place garments on hanger or hook

Likes to have household responsibility:
setting the table for lunch;
cooking;
scouring the sink

ACTIVITIES

Encourage child to care for self - assist when necessary

Allow time for child to care for self

Opportunities to cook and serve food

Provide simple cleaning tasks

Provide books and quiet music to encourage resting

EQUIPMENT

Child size hangers and hooks

Towels and cloths at child's level

Stools and steps in bathroom

Rags & clean-up equipment available

Regular kitchen and cooking equipment

69069

FOUR-AND FIVE-YEAR-OLDS: FROM AGE 4 TO AGE 6

COGNITIVE

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DEVELOPMENTAL CHARACTERISTICS

Language:
can carry on lengthy conversations; communicates thoughts and feelings; can define simple words; tells stories with sequential content and detail; can deliver a verbal message and return with a verbal reply

Reads by way of pictures and creates original stories

Can follow complicated directions

Clearly understands the sequence of daily events and deals with concept of time and seasons

Understands concepts:
of space, e.g., by, behind, in front of, middle;
of quantity, e.g., some, many, more, less

Categorizes related objects by placing them in like groups:
places together circles in one group, squares in another, etc.

Knows his own right from his own left, his age, and his name and address

ACTIVITIES

Show the child pictures and ask him to make up a story

Provide a variety of picture and story books

Provide experiences with opposite words; e.g., top-bottom; in-out; on-under; first-last

Help child be aware of time events during the day and seasons of the year

Watch for opportunities in every day activities to use number concepts; e.g., "how many blocks are still standing;" "how many cookies are needed"

Provide time for conversations with the child about what he sees, does, likes

Use size, shape and colors in giving directions; e.g., "put the red glass on the table;" "use the square blocks"

EQUIPMENT

Almost anything in the home can be used to develop cognitive skills - e.g., glasses can be counted, silverware can be sorted

Calendars and weather charts

Books and pictures

Card and lotto games

00070

FOUR-AND FIVE-YEAR-OLDS: FROM AGE 4 TO AGE 6

SOCIAL AND EMOTIONAL

DEVELOPMENTAL CHARACTERISTICS

Increasing understanding and control of feelings:
- better able to substitute verbal threats and statements for direct physical acts;
- behavior is not as impulsive as before; feelings may not dissolve as rapidly as before;
- will stand up for what he wants

Social:
- beginning to find some support from playmates; not as dependent upon adults for approval and recognition;
- enjoys playing with three or more children;
- shows greater awareness of rules; shows interest in the opinions of others

Better able to judge what he can and cannot do but often brags, exaggerates or boasts about himself or his family to other children

Realism is more a part of life - play can be more directed at the useful and realistic but immaginative play is at its peak

ACTIVITIES

Provide opportunity for child to make decisions related to his activities and take credit for consequences of these decisions

Make time and space available for child to be with other children as well as time and space for child to be alone

Pets can provide assistance to a child's social-emotional growth by developing attachment and responsibility

Provide protection for the child's play from the disruption of younger children;
e.g., close a door or arrange furniture to ensure privacy

Provide opportunity for child and playmates to use a variety of types of equipment in their play; e.g., blocks, play dishes, dress-up clothes, play dough, etc.

As children play together help child understand feelings and actions, both his own and others

EQUIPMENT

Equipment that encourages cooperative play, e.g., lotto games, home-made walkie-talkies

Areas in the home for different kinds of activity: group-alone; noisy-quiet

Dolls, cradles, doll house, cars, trucks

Housekeeping equipment - male and female items

Blankets or tents

Pretend people, families, villages and puppets

00071

FOUR-AND FIVE-YEAR-OLDS: FROM AGE 4 TO AGE 6

MOTOR SKILLS

DEVELOPMENTAL CHARACTERISTICS

Uses basic motor skills (such as walking, running, jumping) as part of other play - less for the sake of activity alone

May appear reckless because he still uses his skills to their fullest (e.g., may ride trike at full speed around corner but remains in control)

Skips one step; begins skipping by alernating feet; hops on one foot; runs backward; begins to sommersault; begins to jump rope

Draws forms that are more clearly defined and recognized by adults; begins to print letters but may confuse shapes of letters and numerals (reverses so many will look backwards); may print own name

Small items easily controlled (e.g., beads, pegs)

Cuts shapes out with increasing accuracy

Preference for right or left hand is usually established

ACTIVITIES

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Encourage physical activity by ensuring there is time and place for running, jumping, skipping, hopping, biking, skating, sledding, etc.

Encourage dancing and balancing

Provide storage for and space for use of scissors, paper, crayons, pencils, mark-a-lots, chalk, glue, etc.

Encourage threading - beads, buttons, gluing

Provide space, blocks of time and encouragement for construction games - e.g., tinker-toys, blocks, lego

EQUIPMENT

Wagon and tricycles

Large and small blocks

Roller skates

Balance beams

Ball, bats, hoops

Bean bags

Mattresses

Peg sets

Sorting boxes

Take apart toys

Magnetic Alphabets (possible to attach to refrigerator or other metal surfaces)

Record player

Rhythm instruments (can be made from cans, cartons, etc.)

Stilts (could be tin cans with string handles)

Small and large beads for stringing

Sewing boards

FOUR-AND FIVE-YEAR-OLDS: FROM AGE 4 TO AGE 6

HYGIENE AND SELF HELP

DEVELOPMENTAL CHARACTERISTICS

Can dress as well as undress self except for shoes and difficult fasteners

Feeds self with spoon and fork - occasional spilling when in a hurry or distracted

Serves and clears place at table - requires little help

Independent and self-sufficient in washing, bathing, brushing teeth

Can hang clothing on hanger or hook

Takes on small responsibilities:
fetches specific items from a nearby store;
sets the table etc.

Child needs rest but may not actually sleep

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ACTIVITIES

Encourage child to dress and undress self

Allow time for child to carry out activities such as dressing, washing, toileting, setting-clearing table

Provide opportunities for child to take on responsibilities

Provide an atmosphere for a quiet time during the day

EQUIPMENT

Child size hooks, hangers, towel racks

Sturdy dishes, glasses and pitchers

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SIX-, SEVEN-, EIGHT-AND NINE-YEAR-OLDS
FROM AGE 6 TO AGE 10

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DEVELOPMENTAL CHARACTERISTICS

Rate of physical growth slows down.

Shows skill in use of body:
eye-hand control developed; can stand on one foot, hop, skip, jump; can bounce a ball; climbs well

Begins to evaluate self and behavior:
concerned about right and wrong; concerned with consistency and individual justice

Understands time and money

Learning to plan ahead

Needs prestige - may boast

Often careless, noisy, argumentative, self-assertive and aggressive

Beginning to assume some household responsibilities:
wipe dishes; sweep, care for own things

Plays in self-made groups - interest in teams and will abide by team decisions

Needs a group of friends; friends usually of own sex, some antagonism between sexes appears and "modesty" is prevalent

Imaginative-enjoys making up plays and songs and is fascinated with monsters and monstrous happenings

ACTIVITIES

Provide space and opportunities for games and activities using whole body

Encourage group play - helps meet need for group and practice of physical and social skills

Provide space, props & time for dramatics and rhythmic activities

Provide space and equipment for creative activities:
art work, wood work, story writing and production

Provide increasingly more freedom

Provide opportunities for taking of responsibility

EQUIPMENT

Most of the toys and equipment listed for younger children will be used by this age group in a more complicated and mature manner.

Games: "Checkers", "Trouble", "Sorry", card games etc.

Bicycle, roller skates and stilts

Books, record player and tape recorder

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TEN-, ELEVEN-AND TWELVE-YEAR-OLDS
FROM AGE 10 TO AGE 13

DEVELOPMENTAL CHARACTERISTICS

Rapid growth in weight and height

Rapid and uneven muscular growth:
may be awkward; restless or slow-moving due to rapid growth

Wide range of individual difference in maturity

Adjusting to body changes due to sexual development

Big appetite

Interested in collecting

Interested in money-making activities

Ideas of right and wrong more effected by own age group than adults

Concern with group recognition and approval of own skills and abilities

Embarrassed about showing affection in front of friends

Concern about failure may mean that the young person feels he can't do things that he could do at earlier ages

Strong desire to make own decisions, may contest every adult statement or direction

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ACTIVITIES

Expect and allow for opportunities to engage in organized sports and activities

Encourage outdoor play

Provide for many kinds of social contact

Provide opportunity for rest and quiet times

Allow increasing freedom

Ensure that designated responsibilities are carried out

EQUIPMENT

Boxes, shelves or any place that is strictly his own

Record players and records, tape recorder

Radio

Books

Bicycle

Sports equipment: bats, balls, etc.

Games: cards, checkers

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SOUTHEASTERN DAY CARE PROJECT RATING FORMS

What

The forms are a compilation of items describing behavior, knowledge or skills appropriate for various age levels and indicative of normal child development patterns.

Who

The caregiver with close and intimate knowledge of the individual child should rate the child. The caregiver should give a "yes" score on items which the child is usually capable of demonstrating and a "no" score for items on which the child usually does not demonstrate ability to perform.

How

Many of the items describe behavior or skills that a child will naturally exhibit or demonstrate during the normal range of activities. However, it may be necessary for the caregiver to use simple tasks or "test" situations interspersed through daily activities to determine the child's rating on the various items.

When

Initial rating should start with items appropriate for the child's age group. For children below age two, the rating should occur very soon after enrollment. Items for very young children are readily apparent, and do not require prolonged acquaintance with the child to determine the correct rating. Children age two and above should be rated as soon as the caregiver feels well enough acquainted with the child's development and skills to permit an accurate rating. For all children, a period of adjustment to day care may be required before the child will exhibit the development patterns he has already achieved. However, for infants, a period of adjustment no longer than two weeks should be allowed before the first rating. A longer wait might miss patterns of development on enrollment, since development occurs at a rapid rate in this age.

Repeat Ratings

Suggested intervals for repeated ratings on each child are indicated on the rating form for the age group. Infants should be rated more frequently than five-year-olds, because their rate of development is faster. The suggested intervals are maximum ones; you may rate more often if desired.

Progress Notes

We have found it helpful to attach an extra sheet to each rating form to note any unusual behavior observed, special activities recommended, or any evidence of progress.

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SOUTHEASTERN DAY CARE PROJECT RATING FORM FOR INFANTS
(Birth to Two Years)

Rate at six-week intervals

Rate on the group of items listed in the age range closest to the child's actual age. If child is rated negatively on these items, move to younger age items. If child is rated positively on these items, move through to older age items, until child is negative on most of the items in that range.

Name of Child_____ Date of Birth_____

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Date of Rating	Date of Rating	Date of Rating
Week of:	Week of:	Week of:
Mo. Day Yr.	Mo. Day Yr.	Mo. Day Yr.
Child's age ____	Child's age ____	Child's age ____
Caregiver	Caregiver	Caregiver

	YES	NO	YES	NO	YES	NO
Birth to Three Months						
1. Lifts head when held at shoulder	___	___	___	___	___	___
2. Smiles spontaneously	___	___	___	___	___	___
3. Responds to bell or rattle	___	___	___	___	___	___
4. Follows moving person	___	___	___	___	___	___
5. Follows objects 180 degrees	___	___	___	___	___	___
6. Vocalizes-not crying such as ah, eh or coos	___	___	___	___	___	___
Three to Five Months						
7. Smiles responsively	___	___	___	___	___	___
8. Laughs aloud	___	___	___	___	___	___
9. Rolls over	___	___	___	___	___	___
10. In sitting position, head is erect and steady	___	___	___	___	___	___
11. Smiles at mirror image	___	___	___	___	___	___
12. Both hands approach offered object (ball or rattle)	___	___	___	___	___	___
13. Crawling movements begin	___	___	___	___	___	___

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	YES	NO	YES	NO	YES	NO
Five to Nine Months						
14. Transfers object, hand-to-hand	___	___	___	___	___	___
15. Sits without support	___	___	___	___	___	___
16. Squeals with joy or pleasure	___	___	___	___	___	___
17. Reaches and grasps toy	___	___	___	___	___	___
18. Holds two toys or two cubes	___	___	___	___	___	___
19. Crawls or progresses on stomach or hitches in sitting position; progresses without walking	___	___	___	___	___	___
20. Gets to sitting position alone	___	___	___	___	___	___
21. Exhibits thumb-finger grasp or feeds self cracker	___	___	___	___	___	___
22. Imitates speech sounds	___	___	___	___	___	___
23. Says "mama" and "dada" specifically	___	___	___	___	___	___
24. Vocalizes four different syllables	___	___	___	___	___	___
25. Stands holding on	___	___	___	___	___	___
26. Cooperates in playing pat-a-cake	___	___	___	___	___	___
27. Walks, holding on to furniture	___	___	___	___	___	___
28. Stands alone	___	___	___	___	___	___
29. Looks at pictures in baby picture book	___	___	___	___	___	___
30. Walks alone, toddling	___	___	___	___	___	___
31. Neat pincer grasp, as picking up raisin	___	___	___	___	___	___
32. Indicates or gestures wants without crying	___	___	___	___	___	___
33. Imitates words (record which words are used)	___	___	___	___	___	___
34. Drinks from cup	___	___	___	___	___	___

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	YES	NO	YES	NO	YES	NO
Twelve to Eighteen Months						
35. Turns pages of a book	___	___	___	___	___	___
36. Has three words other than "mama" and "dada"	___	___	___	___	___	___
37. Stacks blocks two high	___	___	___	___	___	___
38. Scribbles spontaneously	___	___	___	___	___	___
Fifteen to Twenty-two Months (Rate every two months)						
39. Removes simple garment	___	___	___	___	___	___
40. Walks backward	___	___	___	___	___	___
41. Stacks blocks three high	___	___	___	___	___	___
42. Walks up steps with help	___	___	___	___	___	___
43. Carries, hugs doll or stuffed animal	___	___	___	___	___	___
Fourteen to Twenty-seven Months						
44. Throws ball overhand	___	___	___	___	___	___
45. Runs	___	___	___	___	___	___
46. Uses spoon, spills	___	___	___	___	___	___
47. Names three pictures in book	___	___	___	___	___	___
48. Points to parts of a doll (hair, mouth, hands, feet, etc.)	___	___	___	___	___	___
49. Uses words to make wants known	___	___	___	___	___	___
Seventeen to Thirty Months						
50. Walks up steps alone	___	___	___	___	___	___
51. Recognizes and points to five pictures	___	___	___	___	___	___
52. Makes sentences of two or three words	___	___	___	___	___	___

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SOUTHEASTERN DAY CARE PROJECT RATING FORM FOR TWO-YEAR-OLDS
(From Age Two to Age Three)

Rate at four-month intervals

Child's Name_____ Date of Birth_____

Date of Enrollment in Day Care_____ Date of Rating_____
Mo. Day Yr.

Rater's Name_____ _____

	Position YES	NO
Cognitive (Including Verbal and Communication)		
1. Uses words to express wants	____	____
2. Talks--names 10 to 15 objects and a few familiar people or pets, has a small noun-verb vocabulary	____	____
3. Uses pronouns "me" and "my", shows possessive spirit	____	____
4. Names three pictures in picture book	____	____
5. Points to parts of a doll or body (hair, eyes, mouth, etc.)	____	____
6. Makes two or three word sentences	____	____
7. Complies with simple commands such as retrieving, or "no-no." Fetches, carries or goes	____	____
8. Listens to short nursery rhymes	____	____
9. Matches, compares familiar objects as to color, form or size; groups similar objects	____	____
10. Counts two, aware of "one more," knows "how many" to two	____	____
Social and Emotional		
11. Shows affection--carries or hugs doll, shows regard for people or possessions, fondles	____	____
12. Occupies self, initiates own play activities or on simple suggestion	____	____
13. Explores, investigates surroundings, adventures in new ways	____	____
Motor Skills		
14. Walks backward	____	____
15. Climbs--furniture and obstacles	____	____
16. Walks up steps with help--not on all fours	____	____

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	YES	
[illegible] forward	____	____
[illegible] overhand (not directed in aim)	____	____
[illegible]	____	____
[illegible] three high	____	____
[illegible] unwraps, removes covers from candy or other objects or peels bananas	____	____
[illegible] disassembles--takes simple objects apart with minimal difficulty, unfastens clothing	____	____

[illegible] and Self-help

[illegible] cup or glass unassisted but spills [illegible]	____	____
[illegible] garment	____	____
[illegible] spills a lot	____	____
[illegible] toilet training, asks for toilet	____	____
[illegible] toilet achievement and concern	____	____

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SOUTHEASTERN DAY CARE PROJECT RATING FORM FOR THREE-YEAR-OLDS
(From Age Three to Age Four)

Rate at six-month intervals

Child's Name_____ Date of Birth_____

Date of Enrollment_____ Date of Rating_____

Rater's Name_____ _____
Position

		YES	NO
Cognitive			
1. Compares size	Extends "matching concept to size, as "big" or "little". Comparisons may be easy, but should be verbalized	____	____
2. Counts three	Extends concept of counting to 3. Understands process of counting beyond 2. May rote count beyond this	____	____
3. Dramatizes	Acts out, singly or with others, simple stories, Mother Goose rhymes and characters and scenes. Acts out role playing	____	____
4. Uses Plurals		____	____
5. Converses	In short sentences, answers questions, gives information, repeats, uses language to convey simple ideas	____	____
6. Sings	Sings short snatches of songs	____	____
7. Knows name	Gives first and last name	____	____
8. Names pictures and tells action	Names pictures, and on request tells the action; e.g., "Baby is sleeping", or can identify the usage of things in the pictures, "Show me the one you wear."	____	____
Social and Emotional			
9. Plays beside	Plays singly with sustained interest alongside or among other children or with adults, pets or belongings, with little disturbance or disturbing.	____	____
10. Plays with	Interacts with another child or children. Interpersonal play with other children, pets or adults.	____	____

00082

		YES	
	Loves to help at little household tasks or errands	____	____
	Will respond correctly to "Are you a little boy or a little girl?" Selects and acts accordingly.	____	____

Assembles	Puts simple parts together not requiring much mechanical skill	____	____
Builds	Uses simple building blocks, color blocks, construction toys. Shows imagination.	____	____
	Draws a circle, usually from copy	____	____
	Stacks blocks eight high in imitation of one you do.	____	____
	Does so on command or in imitation. Jumps on both feet.	____	____
	One step per tread.	____	____
	On one foot for one second.	____	____
	Distance, director and accuracy not essential, but should be more than grossly random.	____	____

Is toilet trained	Exercises bladder and bowel control	____	____
Goes toilet alone	Cares for self at toilet (goes to alone without help, knows papering). Pulls up and pulls down own clothes, but may require help.	____	____
Dresses	Puts on coat or dress with help on hard parts, but need not button.	____	____
Ties shoes	Does not need to tie. Verbal directions permitted.	____	____
	Feeds self well alone.	____	____
Washes hands	Washes and dries hands acceptable - unaided.	____	____

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SOUTHEASTERN DAY CARE PROJECT RATING FORM FOR FOUR- AND FIVE-YEAR-OLDS (From Age Four to Age Six)

Rate at eight-month intervals

Child's Name _____ Date of Birth _____

Date of Enrollment _____ Date of Rating _____

Rater's Name _____ Position _____

		YES	NO
Cognitive			
1. Knows parts of body	Can identify by pointing to or matching all major visible parts of the body.	____	____
2. Counts to four	Counts four objects and knows what he is doing. Does not do it by rote memory.	____	____
3. Draws square	Can draw a square design (angle corners and about equal sides) with crayons, pencil, or pen on paper or suitable surface. Design may be drawn with or without copy or as part of other drawing.	____	____
4. Uses connected sentences	Tells experiences or simple events in sequence (beginning, middle, end). Uses sentence combinations.	____	____
5. Draws (1)	Draws human figure with head, body, arms and legs.	____	____
6. Names coins	Names correctly three of four: penny, nickel, dime or quarter, and does not confuse them. He need not know their numerical value or their relative worth.	____	____
7. Recites	Reproduces short verses, rhymes, little songs from memory--or makes them up.	____	____
8. Speaks clearly	Speaks clearly enough so that a stranger can understand him.	____	____
9. Knows age	Tells age to last or nearest birthday in whole years. May know age to years and months or to next age. Must be more than rote memory; that is, his age should have meaning to him as being larger or smaller than some other number.	____	____

00841

		YES	NO
10. Names colors	Tells and selects names of primary colors (red, green, yellow, blue) when pointing out an object.	____	____
11. Draws triangle	Same as drawing square except for differences in design.	____	____
12. Knows address	Can give address (street and number) correctly.	____	____
13. Knows simple relative concepts	Can relate concept of weight (heavy and light)	____	____
14.	Understands concept of temperature (hot and cold).	____	____
15.	Understands concept of size (large and small).	____	____
16.	Understands concept of distance (far and near).	____	____
17. Uses prepositions correctly	Knows the meaning of prepositions such as up and down, in and out, over and under.	____	____
18. Prints	Prints first name when requested or for self-satisfaction.	____	____
19. Knows seasons	Knows seasons of the year and how they relate to events (school starts in the fall; Christmas comes in winter).	____	____
20. Draws (2)	Draws human figure with head, body, arms and legs, indications of hands and feet, and symbols for eyes and mouth.	____	____

Social and Emotional

21. Tells name Self esteem	Identifies self by first and last name. Gives both names when requested.	____	____
22. Is secure	Able to separate from mother without crying	____	____
23. Relates positively to adults	Relates positively--asks for approval, but is not overly dependent.	____	____
24. Relates positively to children	Seeks a child to play with, or responds to overture from other child.	____	____

		YES	NO
25. Plays cooperatively	Plays in groups (two, three or more children), observes rules in a game or in competition	____	____
26. Shares	Shares toys and materials with other children.	____	____
27. Takes turns	Asks for a turn, awaits his turn without too much impatience.	____	____
28. Identifies others	Knows the name of and calls by name two adults or two other children.	____	____
29. Helps	Helps or offers to do something, such as help set places at lunch or helps clean up.	____	____
30. Sings	Joins in song or group games with others--children's songs, action songs; memorizes words and melodies, shares in events when singing is desired.	____	____
31. Persistence	Persists on problem-solving games such as matching games, puzzles, and/or can sit at a chosen task until completed or at least 15 minutes.	____	____
32. Pride	Shows pride in accomplishment or products he creates such as painting, block building, sand castle.	____	____
33. Protects self	Stands up for own rights, does not permit other children to constantly take advantage of him.	____	____
34. Amuses self	Makes purposeful use of equipment or activity during play time.	____	____
35. Pays attention	Can sit through a complete story selected for the age group. Listens to a story that is read and looks at pictures to follow the story.	____	____
Motor Skills			
36. Climbs	Is able to climb equipment provided for that purpose.	____	____
37. Catches	Catches a 10-inch ball or beach ball when it is thrown to him.	____	____
38. Hops	On one foot-four steps.	____	____

0 0 0 8 6

		YES	NO
39. Skips	Hops on one foot, then the other, in continuous movement from place to place.	____	____
40. Strings or threads	Can thread beads or spools on string.	____	____
41. Use of scissors	Understands use of scissors and can cut a piece of paper.	____	____
42. Hammers	Can hammer nails into a board until they are secure.	____	____

Hygiene and Self-Help

43. Dresses self	Unfastens and removes and/or replaces and fastens most of his own clothes without help or undue delay. Need not tie laces or put on rubbers. Fastens large buttons.	____	____
44. Use of spoon	Can use spoon effectively.	____	____
45. Use of fork	Can use fork effectively.	____	____
46. Toilets self	Cares for ordinary toilet need without undue assistance. Manages clothing, cleansing (papering) and bathroom facilities acceptable according to conventional routine.	____	____
47. Washes hands and face	Wipes water on face, and uses soap on hands and rinses hands. Need not do a perfect job.	____	____
48. Brushes teeth after meals	Handles toothbrush effectively when given instruction.	____	____
49. Samples food	Will try new foods when served.	____	____
50. Fastens	Buckles, laces, zips, knots with only minor help.	____	____
51. Ties	Ties a bow on shoes.	____	____

39087

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PUTTING IT ALL TOGETHER: CARING FOR A CHILD

THE CARING FOR A CHILD SECTION OF THE HANDBOOK IS DESIGNED TO GIVE A CAREGIVER INFORMATION ON:

- MAKING OPTIMUM USE OF HER HOUSE AS A PLACE FOR A CHILD AND A HOME FOR HER FAMILY
- ORGANIZING HER HOUSE TO MEET THE NEEDS OF A CHILD, HER FAMILY AND HERSELF
- USING HER TIME TO MEET THE NEEDS OF A CHILD, HER FAMILY AND HERSELF
- USING DAILY ROUTINES TO HELP A CHILD FEEL COMFORTABLE
- CHILD GUIDANCE AND DISCIPLINE
- WAYS TO PROVIDE MANY KINDS OF PLAY ACTIVITIES AND EQUIPMENT
- THE COMMUNITY AS A SOURCE OF IDEAS

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PLAN THE USE OF SPACE, EQUIPMENT AND MATERIALS

The caregiver's home is used for two purposes: a home for her family; and a setting for a child-care service.

Because the ages and numbers of children vary and the family's needs are present, flexibility in the use of space and materials is necessary. Even when the same child comes for two or three years, changes will need to be made from time to time to adjust to his changing abilities and interests.

Caregivers can organize in ways that facilitate meeting both purposes for which a home is used.

CONSIDER THE USE OF THE FAMILY HOME AND BELONGINGS

Space

At different ages children need different kinds of space. The infant needs a safe place to be and to learn to crawl. A toddler needs things to hold onto as he learns to control his body and a safe place for doing this. Open spaces for trucks, games and pretend play will be used by the preschooler along with some small private places he will call his own. The school-ager also needs private, protected space for homework and hobbies as well as belongings.

To provide these kinds of space it may be necessary to move furniture around or even store a piece or two in another place while caring for a child. For example, one caregiver uses her living room for play. On Sunday night a big chair is moved to the bedroom and returned on Friday afternoon. Every morning the TV set and the table lamp are put in the bedroom. The couch is turned at an angle so the older child can build with blocks behind it and be less likely to have the toddler interfere. The child can help with these daily preparations.

Napping arrangements

Somewhere in the home there needs to be quiet, protected places for a younger child to sleep or an older child to rest.

Equipment for table play and sitting

Although a child can and will want to do many things on the floor, a child-size table and chairs is also useful. Spills are less likely to occur when painting and drinking are done at a table. Pieces of small toys are easier to keep together. When the toddler interferes too much, the older child might sit at an adult table or on the other side of a barrier.

CONSIDER WAYS TO ORGANIZE TOYS AND THE CHILD'S BELONGINGS

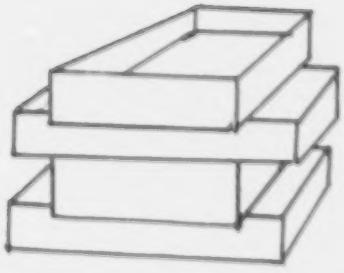
Providing a place for a child's activities, toys, and equipment as well as his own possessions shows respect and helps him feel secure.

Ways to make materials and small equipment easy to get out and put away

When appropriate materials are easily available, a child can select his own activities and proceed with little or no adult assistance. Caregivers have come up with all sorts of ingenious ways for making things accessible. For example, a cart loaded and ready can be rolled in daily. The child can quickly identify which box or can to go to for scissors, crayons, paper, different toys and other items.

Another example is the storage in a big box or bag of the items the child is currently using. During play the items are lined up on the couch so the child can choose what he wants to play with.

The tray system for arranging equipment or for simply getting things together works very well. One caregiver cuts off 24" x 12" cardboard boxes to about a five inch height and places the things to be used together in them. The child may work from one of these trays. The illustration shows how the trays stack for storage, but during play they need to be placed for easy use.



It is helpful to get things ready before the child arrives or awakes from napping and it is important to provide what is promised. Also keep a few emergency materials ready to use if something you planned didn't work well.

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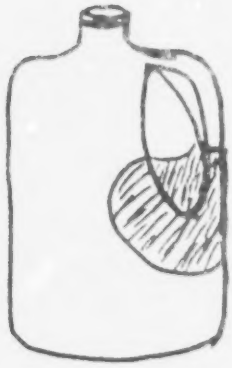
Plan a place for the child to store his belongings

Plan a hook for wraps, rain gear and other hanging items which is low enough for the child to reach.

A homemade hook can be made cutting out the shaded area from a gallon plastic bottle and fastening it to the wall with carpet tacks.



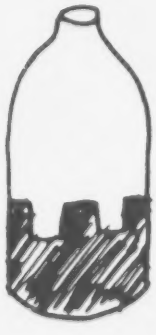
Storage boxes can be used for extra clothes and personal belongings. This may be especially important to the school-ager. The pre-schooler may want to decorate a boot, shoe or bear box for himself. These can be stored under a bed or in the bottom of a closet. If the child's parents have easy access to the box, they can check to make certain extra clothes fit and are ready for use. It may be important to have the child's belongings labeled

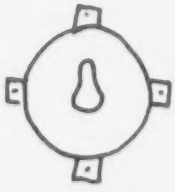
PROVIDE EQUIPMENT THAT ENCOURAGES SELF-HELP

Having clean-up and other materials handy and in places where a child can reach them permit him to do some things for himself. Washing hands, toileting, getting drinks and cleaning up messes can be done by the child with little or no help. Providing some of the following items can help;

- sturdy stools for sink and toilet
- paper towels, paper cups and individual wash clothes near the sink and within the child's reach
- tooth brushes stored in inverted cans with holes punched in the bottom
- a child sized broom, brush or mop and a small dust pan hung on hooks (adult broom and mops with handles shortened are easy for a child to use)
- cut newspapers or sponges for soaking up spills placed near eating and work area

A homemade towel holder can be made by cutting out the shaded area from a 16 oz. detergent bottle and cutting a keyhole shaped hole in bottle bottom. Fasten holder to wall with carpet tacks through four flaps.





PLAN THE DAY

COORDINATE HOUSEWORK AND CHILD CARE

The care of a child can be time and energy consuming, but at the same time a caregiver is responsible for her own home and for chores related to providing care. Sometimes these dual responsibilities can be combined as when a child helps. It may take more time, but it is very valuable to involve a child in some household tasks such as: scouring the sink or toilet; dusting furniture; washing walls, floors, refrigerator. The important consideration is that a caregiver always be available when needed by the child and that some time is set aside to talk, read, and do activities with him.

There are some kinds of activities that cannot be done safely when a child is present and this varies with the age of the child. For instance, poisonous cleaners should not be used when infants and toddlers are present. Activities that leave a child unsupervised such as trips outside or to the basement should be avoided.

A schedule may help determine appropriate times for being with the child and doing household tasks.

SCHEDULE THE DAY AROUND ROUTINES

In the eyes of the child, routines such as eating, toileting, washing, rest periods, snack and lunch serve as a framework around which his day is organized. The caregiver by repeatedly structuring the day in the same fashion, gives the child assurance that there are familiar portions of the day which he can both anticipate and understand. Since the preschool child's concept of time is very vague, this structure assists him in understanding the passage of time. It allows the child to predict his time in the home with a certain degree of confidence and this contributes to feeling secure.

When routine situations are handled well, the rest of the day is likely to go smoothly. It takes planning and allowing plenty of time to meet a child's basic needs.

A child has an internal clock that is generally pretty regular. The key to comfortably living with a child is to match the times in which meals and other routines occur with the child's internal time schedule. Unlike an adult, a child will suddenly be ravenously hungry or terribly tired. An adult needs to anticipate and be ready. Some of the following pointers may be helpful:

- write down a daily schedule that follows the child's own schedule
- watch the clock so that meal or nap time doesn't creep up

00092

- allow enough time for preparation and carrying out of the routine
- alert the child that it will soon be time so that he can finish what he is doing, clean-up and prepare for the next event

When a child isn't hungry or is tired before usual, his own time clock is off and this is a clue that he is either coming down with something or is upset.

Meal times include more than eating

Meal times have lots of meaning to a child. It satisfies his feeling of hunger and at the same time it offers him:

- social contact
- feelings of love and security
- generally pleasurable experience

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It is important then to consider not only what the child eats, but all the feelings he has at eating times. The social experience and feelings of security and warmth can be promoted by some of the following:

- having the caregiver sit, and eat with the child during the meal
- ensuring that this isn't a hurried frustrating time for adult or child
- encouraging discussion of things of interest to the child

Nap time is essential

Nap or quiet time after lunch is an extremely important part of a child's day. Sometimes a child gets overly tired and fights sleep when he needs it very much. Another child may have no difficulty taking care of his own needs by stretching out on the bed for awhile and then playing quietly alone.

Caregiver and parents need to decide together what is the most appropriate rest-sleep pattern for the child. By observing the child the adults can figure out what his rest-sleep pattern is and note when it changes. For example, a three-year-old may decide he no longer wants the teddy bear he absolutely insisted on when he was two. A four-year-old may go right to sleep for four afternoons but on the fifth have difficulty settling down. Some children give up naps by omitting days rather than by shortening periods. Avoid making a child stay in bed when he is rested and should be getting up.

Some specific things to keep in mind about nap and rest times are:

- dependency needs are greater at rest time
- a child may be afraid to sleep in a place other than his own bed
- feelings of wanting or missing parents may be increased at nap time
- a special ritual or cuddly toy may be important to being able to go to sleep
- a child needs to know that the adult is nearby while he sleeps

Set the stage for rest. Be sure the child understands what is expected of him. Some ways to make the atmosphere conducive to rest or sleep are:

- preceding nap time by stories or quiet singing
- providing a quiet dim room
- providing a regular place with his own sheet or blanket
- putting tempting play items out of sight
- allowing time to settle down

The same principles apply for night-time care as for nap-time.

Toilet train when he is ready

Ways to toilet train a child change as people learn more about how children grow. "Experts" used to think that training should begin at a very early age -- often when a baby was only a few weeks old. It was believed that parents had to begin early because children learned "habits" by practice or by repeating the experience. Now we know that a child under a year old just doesn't have the necessary control over bladder and bowel muscles. What really was happening was that the parent was being trained.

Techniques to keep in mind when toilet training are:

- be sure child is developmentally ready, usually not before 18 months
- begin with bowel training because the child can usually control those muscles first, it is usually regular and is less frequent than is urination
- begin by noting each time of the day that the child has had a bowel movement or has urinated and then begin taking the child to the toilet at those times without making an issue of it
- have the right equipment available, such as a potty chair, potty seat or a stool under his feet so he doesn't feel like he will fall
- parents and caregiver be consistant in the words used for bowel movements, urination, and body parts such as penis and vagina
- since children begin to be toilet trained because of an eagerness to please adults, it is important to let the child know that his success is appreciated
- expect occasional relapses when children begin learning new things or are under some kind of stress such as the arrival of a new baby, change in caregivers, beginning day care, etc.
- if training is not working, stop and wait awhile
- sometimes a child considers his bowel movements to be interesting and he may play in the movement and smear it on walls or the crib
- sometimes a child is frightened by a flushing toilet

00091

SCHEDULE DAILY ACTIVITIES

The plan for each day, in addition to routines, should include indoor and outdoor activities. It is important that quiet and active play-times be alternated to avoid fatigue. In addition, each play period should be planned so it will meet the child's individual intellectual needs as well as provide for physical, social, and emotional growth.

Caregivers can post a schedule on the bulletin board or in another obvious place which helps the parents and older child know the sequence for everyone and clock times to remember.

An example would be:

8:30	Arrival, Play-indoor	Day: 8:30 - 5:30
9:30	Snack, Play-outdoor	
11:30	Toileting, Lunch	
12:00	Nap	
3:30	Snack, Play-indoor	
5:30	Departure	

A more detailed schedule would include the activities planned for the week. Refer to an example of an activity schedule, Caring - Page 31.

DISCIPLINE: HELPING A CHILD RESPECT HIMSELF AND OTHERS

Every child is very, very different from every other child. Some are active, others quiet; some are boisterous. They vary in alertness, talents and stamina. As one caregiver said, "My children come in all sizes, shapes and speeds."

There are similarities in children too. Obviously all humans have certain needs. We all want to be loved and to love; want to please; want to learn. A child has a powerful need to move and to explore by tasting, smelling, feeling, looking and listening.

DISCIPLINE IS NOT A FANCY WORD FOR PUNISHMENT

As human beings we are all faced with the job of learning to live comfortably with ourselves and with others. To live comfortably with ourselves, we must develop and maintain deep feelings of self-respect. To live comfortably with others, each of us must somehow come to recognize where his rights end and another's begin. The many things that we do to help a child learn this respect and this concern are together called discipline.

Discipline situations arise when a conflict exists between a child's wishes or acts and the demands from the adult environment. The immediate purpose of discipline is to make the child conform to social demands. A long-range purpose of discipline is to help the child develop inner controls which meet not only social demands but also his own needs and plans. The adult has a double purpose in supervising and guiding the child's behavior: to take care of the present situation and to help move the child nearer to a condition where he no longer needs the adult's control and guidance.

Many discipline problems need never happen. The adult role is to plan activities and the environment so that adult and child can live comfortably - while learning to meet one another's needs.

PUNISHMENT MAY BE A PART OF DISCIPLINE

Training a child to follow rules and helping him develop self-control are the two parts of discipline. Punishment takes place when the rules are knowingly disobeyed. Punishment refers not only to "spanking" but also includes sending a child to another room or depriving him of something he desires.

In general, physical punishment, nagging, threatening or making fun of a child do not achieve the dual goals of discipline. These techniques may stop most children from doing something, but the reason he doesn't do it is fear and fear is not a good basis for learning self control. There are other techniques that help a child follow the rules and develop self-control.

The remainder of this section is a discussion of the role an adult can play in the guidance of a child.

A CHILD NEEDS TO KNOW WHAT IS EXPECTED OF HIM

Arrangement of space and equipment communicates expectations

A large empty room suggests running; a dark room with beds suggests sleeping; a crowded room confuses. All of us receive messages from the environment. In a department store materials are arranged in such a way as to tell us where to walk. A caregiver can arrange the rooms of her home in a way which helps the child understand what he may and may not do in that space. For ideas about the availability and arrangement of equipment and materials in a home, see Caring - Page 1, "Plan the use of Space, Equipment and Materials". A well planned arrangement of space and equipment greatly reduces adult-child, child-child conflict and thereby the need for the caregiver to actively discipline the child. The environment can be a guidance tool or a discipline technique.

People communicate expectations

We all tend to work better when we know what is expected of us. It is helpful if a child works out with the caregiver the rules necessary for a comfortable living situation.

The use of a daily and weekly plan which the child understands helps him know what is expected. Using the plan while still remaining flexible makes a child feel he belongs. See Caring - page 4, "Plan the Day" for more specific ideas on scheduling the day.

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TECHNIQUES FOR GUIDING A CHILD

As indicated before, there are two facets to discipline: training a child to follow rules; and helping him develop self-control which enables him to follow the rules without someone telling him to do so.

Listed below are several principles to consider and some techniques which might be helpful.

Principle

A child's misbehavior often results because he does not yet know that some things can be done and others cannot. Discipline should indicate what the child can do as well as what he must stop doing. Many techniques also help a child know what is going to happen next and thus help him be ready.

00097

Technique	Example
Give directions or suggestions in positive terms and whenever possible include the reason.	"Use the crayon on the paper" instead of "Don't crayon on the wall." "Hang your coat on the hook" instead of "Don't leave your coat on the floor." "It's time to eat, wash your hands."
Give warning before changing activity.	"In 5 minutes it will be time to go inside." "When you finish that puzzle, it will be time to put the puzzles away and get on your cot to rest."
Suggest a change to an activity which can help the child quiet down when he is "out-of-hand" because of over-excitement or repeated frustration.	"I am ready to read to you" to help quiet a child's running play indoors or "Drive your cars to the kitchen, your juice is ready."
Set definite limits that are specific and explain the boundaries for his play.	"You may ride in front of this house and then turn around and come back." "You may play on this side of the fence." "These are sewing scissors. Here are your cutting scissors."

Principle

A child needs to learn to make decisions, to know his own preferences, and to take responsibility for his own actions. Whenever possible, give him a choice between two or three items, activities or alternatives. In some situations a child does not have a choice. Be sure the adult and child both understand whether it is a choice or no choice situation.

Technique	Example
If a child has no choice, but must follow directions, be positive in giving directions. Expect him to follow the directions.	"We are going inside now. I will wait for you to get off the slide." "If you cannot come in alone, I will have to help you." Then be sure he does it.
Give the child a choice whenever possible.	"You may wear this hat or this hat or this cap." "You may play with the blocks or some other toys in this room." "Do you want to go outside; or would you rather stay inside?"

20098

Principle

Select techniques which are suited to the age of the child: a young child is more easily redirected by substitution or diversion while an older child's actions can be changed by explanations, reasoning and actual consequences.

For the young child - three and under:

Technique	Example
Substitute a toy or an activity when a child must have something taken away or denied him.	"That's Jimmy's truck, here's one you can use." "That's my book. You may look at this one."
Turn an unpleasant task into a game to help the child accept it. A routine procedure may also help.	To help a child unwilling to pick up toys, "let's see if we can fill the box." For a child who doesn't want to come inside, "I take a big step, you take a big step, etc."

For the older child - four years and older:

Technique	Example
Explain results and consequences of actions rather than using threats in order to help a child understand why he shouldn't do something.	"If you will not put on your coat and boots you cannot go with Sam to the store." "If you eat your cookie now, you won't have one to eat at the part later."
Give reasons whenever possible and give child opportunities to see for himself.	"We can't eat the jello for lunch today because it's still soft. Look how it moves in the bowl." "If you hold the carrot this way, your fingers won't get in the way of the knife."
Give an explanation and allow a little time for the child to change his behavior.	"That truck is the one John is using. He is building a garage to put it in, that's why he wasn't pushing it. He still wants to use it, find a place near his garage to park it."

00030

Principle

Discipline needs to be consistent in the sense that the same general rules are followed but it also needs to respond to individual differences of children and to special circumstances or events.

Technique	Example
Explain general rules as appropriate and help child understand them.	"Remember you take turns riding the trike. I'll set the timer to ring when your time is up."
Give reasons for individual differences and for changes because of special events.	Child: "Why do I have to nap when Billy gets to read?" Caregiver: "You need more rest than Billy so you can enjoy playtime. We will read later.
	"Usually you nap after lunch, but today because of the trip to the zoo, you'll rest before lunch and not take a nap."

Principle

Requiring a child to change his behavior or stopping a child from doing someting that he wants to do will often arouse anger or frustration. These feelings need to be acknowledged by the adult and, whenever possible, given an appropriate outlet. The child also needs to be given a chance to "save face".

Technique	Example
Use reminders rather than questions when children get defensive or must be sent back to complete an unfinished task.	"You forgot your hat, I'll wait for you to go for it" rather than "Why didn't you put your hat on?"
	"You forgot to wash your hands clean. I will help you if you need it."
	"That was a funny story you told me. It could have happened, but you are teasing this time. I know it really did not happen."
Acknowledge a child's strong feelings and let him know acceptable ways to express them.	"I know you are angry but I cannot let you hurt Jim. You can pound on this clay or hammer it hard. It may make you feel better."
	"You're disappointed because the rain spoiled our picnic. Lots of people cry when they're disappointed."

00100

PLAN MANY KINDS OF PLAY AND ACTIVITIES FOR THE PRE-SCHOOL OR SCHOOL-AGED CHILD

PLAY IS ESSENTIAL

Play is the most important activity in growing up. Through play a child grows, learns and explores. A child seems to be able to play with almost anything, any time or in any place. However, when adults provide time, materials and situations, the quality of a child's play will be greatly enhanced.

In the previous section, CHILD GROWTH AND DEVELOPMENT, the child's progress was described, and activities and equipment helpful to this growth were listed. A caregiver can use this information as a tool in planning. She can plan so that play will include activities helpful in the various areas of development. One way to meet this goal is to make certain that opportunities for basic kinds of play are available. Six basic kinds of play will be discussed in the following pages. They are:

- dress up and make-believe play
- building and putting things together
- art activities
- music activities
- physical activities
- quiet activities

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Educational is a term often used to describe toys or play. There is no doubt that a child is ready to learn a great deal and that all who deal with him are in a real sense educators or teachers. Almost any play activity can be educational; teaching a child basic skills such as recognizing color, number and word concepts, and shapes. Opportunities for a child to learn and a caregiver to teach specific concepts exist throughout t.. various kinds of activities discussed below.

Activities for children is a much discussed topic. Because there are many sources of ideas within the community, the activities section will be brief but the reader can find many places to go in the resources listed at the end of this section.

PROVIDE THINGS FOR DRESS-UP AND MAKE-BELIEVE PLAY

A child will closely watch adults doing their jobs and he will often imitate their actions and words. He may also act out a character he saw on TV, be a cuddly kitten or perhaps use a stick horse as a policemen's motorcycle.

This is one of the most important ways a child learns. A caregiver can help him by providing props and by encouraging the child to use things he finds around the home. Different kinds of things can be collected or easily made. The following includes kinds of props a child will use and examples of each kind.

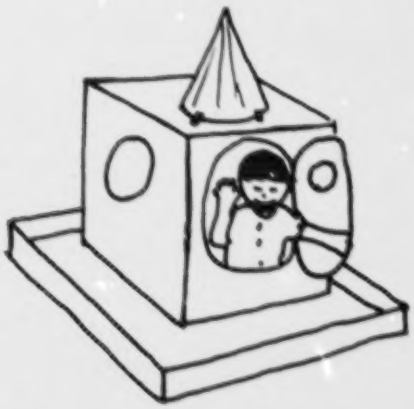
Dress-up clothing can be found in the home, collected from friends or purchased at thrift stores. Some examples are:

- men's and women's hats
- shoes and boots
- shirts and blouses
- purses, gloves, scarves
- various kinds of work hats
- men's jackets and women's formals

Props for make-believe play are easily found. Some examples are:

- beer cases for storage - light enough for a child to tote
- soft drink six packs for playing milk man or repair man
- lunch pails or brief cases
- baskets
- bags of all kinds and sizes
- old suitcases
- telephone
- play money or poker chips
- empty food containers
- space helmet made from a 3 gallon ice cream container or the bottom half of a gallon size plastic bleach bottle as shown in picture

Boxes lead the list of "junk" which can be used to provide useful play equipment. Boxes are great for pretend: to put toys in and push around; to crawl inside of and hide; to rest in. Below some uses of boxes are pictured and later some common sources are listed.

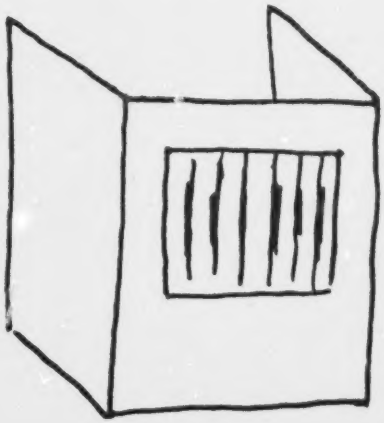


Large boxes such as appliance cartons can have holes of various sizes and shapes cut in sides and top. One day the child may consider it just a box to crawl in and out of while on another da, he might use it as a ship, cave, or house.

Boxes to be in, under or on come in many sizes and shapes.

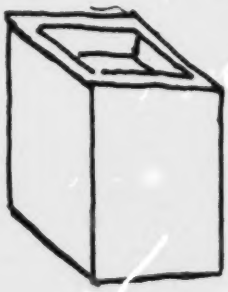
00102

A large box with one side cut off and a hole cut in the opposite side can become a puppet stage, a bank teller's cage or a carnival ticket booth.



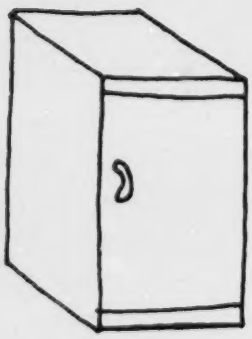
HOUSEKEEPING FURNITURE is another example of basic equipment that can be made from boxes. All pieces pictured are made from crates or sturdy cardboard boxes.

STOVE
Use inverted tin pans for burners, spools for dials that turn.



SINK
Add plastic dishpan

REFRIGERATOR
Hinge doors and add shelves



DOLL BED
Add pillow, receiving blanket to cardboard or wooden box.

00103

HAVE THINGS FOR BUILDING AND PUTTING TOGETHER

A large number of the toys one finds in stores involve a child in building or putting things together. Puzzles, blocks, pounding benches, tinker toys, and lego are common examples of this kind of equipment. These activities help a child develop control of fingers and hands and to develop eye-hand coordination. These are essential skills for learning to read and write.

One's home is full of materials that can be used to meet a child's need to construct. Other pieces can be secured from thrift stores or junk piles. Given a screwdriver, hammer, pliers, safe and supervised place to work and some of the following a child will spend many constructive hours.

- scrap lumber
- nails
- screws
- bolts
- old radios (with cord detached)
- beads
- wire
- old clocks
- cord & string
- hooks
- cardboard
- spools & shoestrings
- tacks

HAVE ART MATERIALS HANDY

Nurture a child's creativity with lots of opportunity for art. By using a small amount of money and some effort, a caregiver can provide art activities. Some of the art activities a child will enjoy are: coloring, cutting, pasting, brush painting, finger painting, working play-dough or clay and collage making (pasting assorted items on paper to make designs or pictures). A school-age child frequently likes to scrounge for materials and prepare art experiences for a younger child.

Caregivers may become paper collectors because there are so many things paper can be used for. Save items such as grocery bags, cardboard, catalogues, colorful magazines and calendars. Adults and an older child can actually make play equipment from paper and other waste materials.

<u>Basic art materials</u>

- glue
- paper assortment
- blunt scissors for pre-school
- pointed scissors for school-ager
- paste, (see recipe)
- paste brush or stick or something flat for putting on paste
- crayons
- Play dough, (see recipe)
- large pieces of cardboard or tray (to work on with play dough)
- lids, bottle tops, any durable items to use in the play dough
- poster paint (water soluble)
- paint brushes

00104

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Other art materials

Old tooth brush or swab made by tying a cloth to the end of a stick

Boxes, leaves, other dimensional objects which children can paint

Spools, small cans, odd pieces of wood and other objects which children can use for block painting or gluing

Collage materials: material and paper scraps, beans, seeds, sand, sewing supplies, cork, cotton balls and almost anything which can be glued or pasted to paper

Recipes for art materials

Paste

1/2 cup flour
1/2 cup sugar
2 cups water

Mix flour and sugar. Add hot water and stir. Cook until thick. Cool. Store in a covered plastic container in the refrigerator.

Make fairly thick for regular pasting. Thin the paste to smear on paper before the children apply bits of ribbon, grass and other small items to a surface. Make very thin and add paint to make finger paint.

Play Dough

Mix 1 1/2 cups flour
1/2 cup salt
2 tablespoons oil
Add vegetable coloring or poster paint

Add water and knead. Form ball. Add flour if too sticky, water if too firm. Store in closed container or small plastic bag.

Cooked Play Dough (lasts longer, less messy)

2 1/2 cups flour
1/2 cup salt
1 tablespoon powdered alum
3 tablespoons oil
1 cup boiling water

Mix well, turn out on waxed paper and knead for about 2 minutes. Store in plastic container with lid or in small plastic bag.

Liquid Starch Finger Paint

Pour liquid starch on surface and sprinkle with powdered tempera.

Soap Suds Finger Paint

1 part Ivory Flakes (or Snow Flakes)
2-3 parts warm water
Beat vigorously (electric beater helpful) to stiff, whipped cream consistency. Sometimes 1/2 cup flour or 1/2 cup liquid starch is added. Color with powdered tempera or food color.

Finger paints may be used on the following surfaces:

- table top
- oil cloth
- shelf paper which has a glazed surface
- freezer paper
- cookie sheets

Space and equipment for art activities

Easy access to materials encourages a child to become involved in art activities. Careful planning and arranging of the activities will make art activities enjoyable for the child and easily managed and supervised by the adult. Some things to consider in planning for art activities are:

- locate the activities in a place that can withstand some spills and drips and can be easily cleaned
- wherever possible use newspapers to absorb spills and drips and facilitate clean up
- use stable, broad bottomed containers for liquid art supplies such as paint or paste
- use shoe boxes to store scraps and collage materials and keep them in places where the child can add and use items
- provide old shirts plastic aprons to protect child's clothing
- use out of doors or the bath tub for messy activities such as finger painting
- involve the child in preparing and cleaning up, e.g., have the child mix the play dough
- provide easily made equipment such as the table easel pictured here

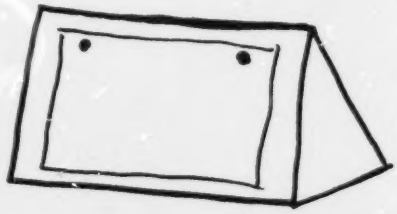

Table Easel
Cut box diagonally in half

USE MUSIC OFTEN

A child responds to music naturally and with great pleasure. A child can enjoy creating his own music by hitting sticks together, beating drums made from coffee cans with the lid left on or making up his own songs. A home is full of items that can produce interesting sounds.

The caregiver's participation in musical activities may increase the child's interest and enjoyment. She can play one of the instruments, join in dancing provide recorded music and introduce songs. One idea is to use melodies the child knows or can learn easily with different lyrics. Below are two examples:

To the tune of Jingle Bells

Stamp your feet,
Clap your hands,
Flap your arms and fly,
Let's pretend we are birds
High up in the sky.

00106

To the tune of Mary Had a Little Lamb

Andy has a great big smile (NOTE: Use the child's name)
Great big smile, great big smile.
Andy has a great big smile
He must be very happy.

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Music need not be reserved for special times. It can be a part of many activities. For example, a child may chant "one, two, one, two" in the course of a walk. Original songs may center around every day happenings such as meals or dressing-times.

Besides being fun, music serves other purposes. Active music substitutes for outdoor play on rainy days, quiet music helps a child relax. A child increases his communication skills by singing and dancing. An adult can give directions with music, such as "This is the way Andy puts on his coat."

Songs, chants and simple rhymes can greatly enhance daily activities as well as promote the child's development. Libraries have available:

- books of songs, rhymes and finger plays
- records
- ideas for easy to make instruments

PROVIDE OPPORTUNITIES FOR PHYSICAL PLAY EVERY DAY

Indoors

Everyone will live more happily if a child has opportunities to meet his need for loud, rough activity every day. Weather or other conditions sometimes prevent the use of the outdoors for running, jumping, kicking and the accompanying loud voices. With planning, some active play can occur even in the most crowded of homes. Doorways provide an excellent resource. A bag stuffed with newspaper can be hung from a nail in the top of the door frame so that a child can pound away a lot of energy. Rope ladders for swinging and climbing can be hung from securely anchored hooks in the door frame. Swings for the very young child can be attached to the same hook.

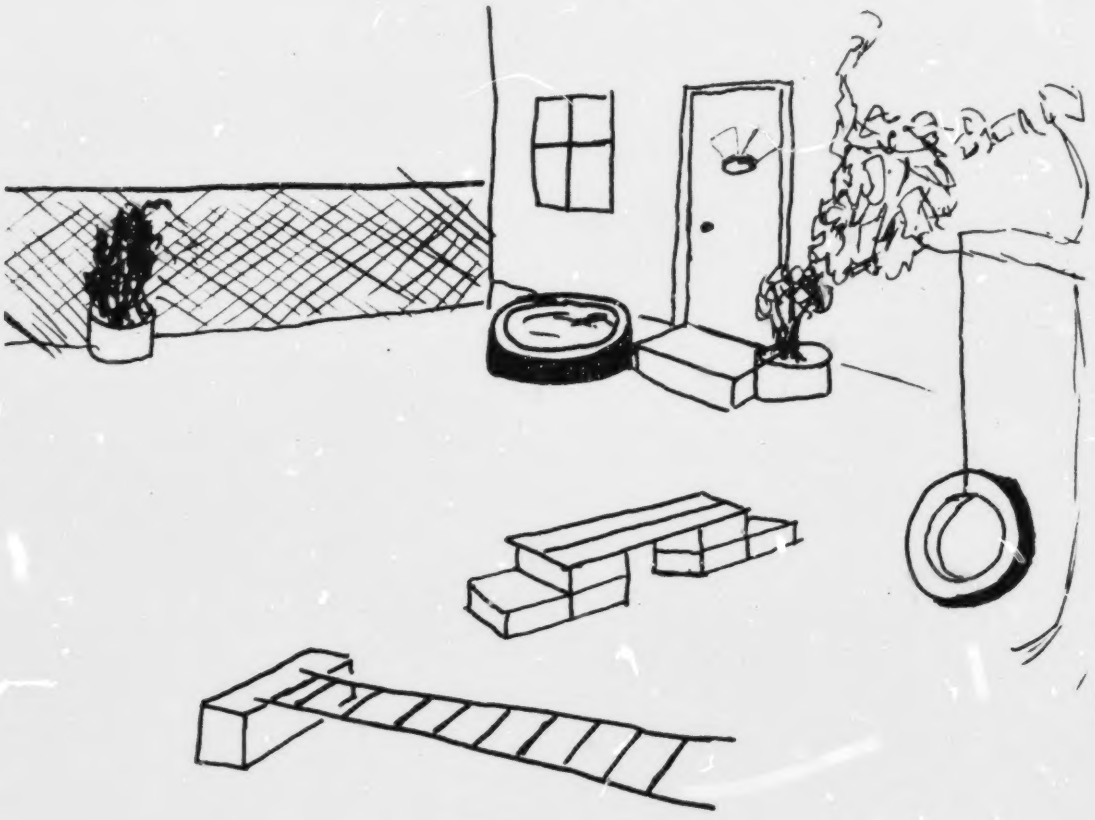
The bathroom or kitchen can be used as alternative sites for pouring and other water play during cold days and months. An old mattress placed in a safe place can: provide long periods of active play; offer an alternative to use and abuse of the caregiver's furniture; be secured at little or no expense; and be stored easily under a bed. The caregiver should plan a time for active play every day and it is a helpful break after periods of quiet activity. It is important to pick up cues from the child that tell the adult when more active play is needed.

Even with the best of planning, indoors physical activity is only a supplement to that which is found by going outdoors.

Outdoors

A caregiver may find it difficult to go outside daily, especially on cold days. Since outdoor activity provides a number of benefits, such as fresh air and sunshine, freedom of space, opportunity for vigorous activity, it is worth making a special effort to have an outside time for everyone.

Plan the yard for the children so it becomes a place for many different kinds of activities. Have equipment which can be used in several ways by all ages, can be cared for easily, and can be stored. Plan for at least one riding toy. If you need a ladder buy one the children can use, too. See ideas below and on the following pages.



00108

Provide basic outdoor equipment: Boards for climbing and plywood for building boxes may be cut to size at the lumber yard. If you can get this done for you, then these two pieces of basic equipment are very easy to make.

Building Boxes

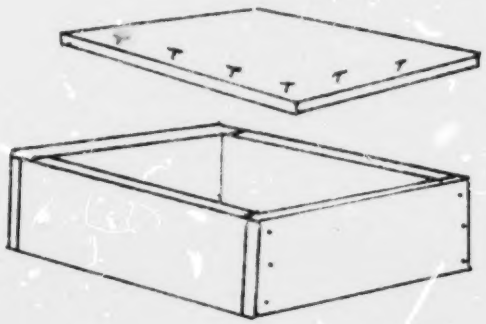
2 sides 16" x 16" x 1"
2 sides 14 1/2" x 6" x 1"
1 top 16" x 16" x 1/2"

Measure and cut 4 sides

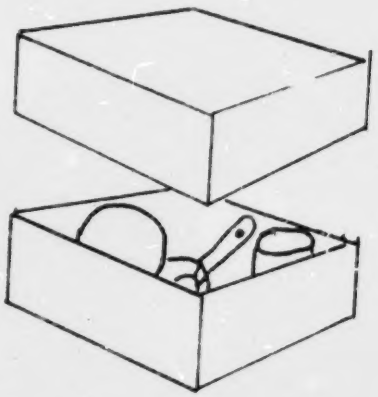
Screw or glue and nail together to form squares

Fasten top to sides as shown

Sand smooth. Finish with outdoor enamel or varnish



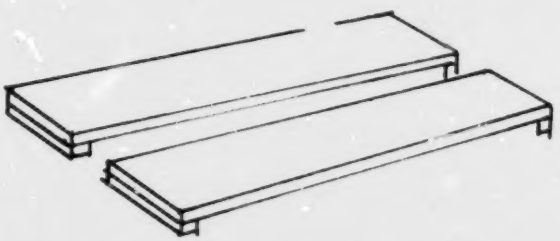
Make boxes in sets as shown. Ideally you would have 4 boxes or 2 sets.



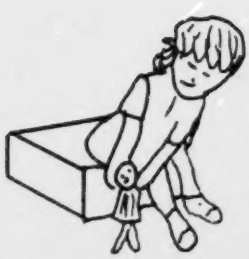
Climbing Boards

Provide two or three boards 4 or 5 feet long and 6 to 8 inches wide

To the ends of each board attach cleats 1" x 1" as shown



Note how a child can use these:



00109

Encourage the child to dig: Dirt, sand, leaves, twigs, seeds, bird feathers, are just a few of the things which may be in a yard which are excellent play materials for a child.

Control sand by making a "sand box" from car tires or if available a truck or tractor tire.

Sometimes a caregiver uses only dirt for digging. A section of the yard may be called the digging area and the dirt occassionally is loosened. In warm weather, part of the digging area may become a mud area.

The secret to succesful dirt-mud-sand play is the quality and quantity of accessories provided:

- funnels (can be the top of bleach bottles cut off)
- wooden spoons
- pails, cans, pans, bottom half of plastic bleach bottles
- strainers or plastic bottles with holes punched in
- pie tins or muffin tins

Learn about nature: It's fun to go on field trips or take walks to study nature. Many interesting things can also be found or developed at home with little effort.

A small strip of yard by the fence or house can become the child's garden. Locate it away from the regular digging area and where people won't be stepping in it. Some caregivers have made tire planters, others have used movable containers.

Ask a nearby cafe or school lunch room to save gallon cans or big plastic bottles for you. Punch holes in the bottom for drainage. Otherwise the child will probably drown his plants. Let the child participate in the whole process from watching you punch holes in the containers to gathering and washing vegetables

PLAN QUIET ACTIVITIES DURING THE DAY

There are a number of things a child can do which change the pace, slow things down and are restful. Story telling or reading, watching TV or quiet talk times offer these opportunities.

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Books open up a big world

The youngest child will enjoy the color and feel of a picture book. The older child will find enjoyment and stimulation in books. With no cost and some effort a caregiver can offer a great deal to a child through use of the public library system.

Children learn about themselves and others. Enjoyment ranks high in the best of offerings which books present to a child. Reading a book when coupled with a quiet time with the caregiver may be one of the favorite activities of the day. Books provide an alternative way of learning about the world and let a child find out about people, places and ideas he may never come in contact with. Maybe the most intriguing experience and the one which will teach the child a great deal about himself and others occur when the child is totally involved. He can then feel like, and in a real sense be like, another person who lives differently and thinks differently. Insights gained about others help the child understand himself and his own feelings.

Some additional reasons for including books and stories in the child's daily life are:

- to clarify ideas
- to present information
- to encourage talking with other children and adults
- to stimulate new ideas
- to acquaint the child with the process of learning through reading
- to learn to care for the property of others

What to look for when selecting books and stories: The children's librarian can be of great assistance in selecting books but the child himself will let you know if the choices are appropriate. Does he remain interested in the story the whole way through? Does he request the book again and again? Does he go to the books on his own and look at the pictures maybe even reciting the story aloud long before he is able to read the words? Lists of good children's books are available from the library. Some of the questions that might be asked of a book to determine its appropriateness for children are:

- Is the book the right length for the age of child?
- Do the pictures tell the same story that the words do? For the younger child it helps if the pictures tell the whole story.
- Does the story come to life and involve the child? Can he experience the life of the characters as his own?
- Does the book whet his curiosity and stir his imagination? Will it lead to discussions of ideas, feelings, places and people?
- Is the book accurate with correct information being presented?
- Does the book meet the interest of the child for whom it is being selected?

Reading and story telling enhance the day: Story time is one of the simplest and quickest ways of establishing a happy relationship between caregiver and child. Sometimes she can read a book while at other times it may be more enjoyable to tell her own story. A child seems to receive comfort and enjoyment. Story time can be helpful to child and caregiver alike:

- as a change of pace when there is a need to shift activities
- as a comfort when a child is feeling sad, tired or just out of sorts
- as a calming or quieting tool just before nap time or in late afternoon

A child can be using books throughout the day and it is great to have a quiet place near where the books are stored that a child may use. There are other times when the caregiver, older child or another adult will sit down to read to a child or group of children. Several points to keep in mind in this situation are:

- hold the book steady and in a position so that the child can see the pictures
- tell or read the story simply, directly and with feeling so that the reading facilitates the child's involvement in it
- enjoying the time together and the story itself is the one thing that will most likely make the experience successful for all

TV has many uses and abuses

Television viewing can stimulate the child, widen his world and offer real pleasure to him. It can also make him inactive, limit his opportunities and bore him. TV guides in a newspaper or magazine can be a great help in the selection of appropriate programs. A child can participate in the process of selecting programs for the day or week. His involvement may greatly reduce requests for inappropriate viewing. Some of the following ideas might prove to be useful in determining how television viewing fits into your planning:

- what is the parents' attitude toward TV viewing
- programs which encourage the child to participate are more likely to stimulate him
- sitting too near or too long may be harmful
- a child gets a lot more from a program which an adult watches with him and uses as a basis for discussion or activity
- a quiet, slow-moving program might help a child get ready for sleep or rest time
- viewing TV during meals eliminates the opportunity for conversation with one another and caregiver
- some programs are beyond the level a child is able to deal with socially, emotionally or intellectually.

SPECIAL EXPERIENCES ARE ALL AROUND

Special experiences are simple and easy to find or do. They may occur "out-of-the-blue" but usually are planned ahead of time with the child. A child remembers these special times with pleasure and is likely to share them with his family. Special times often stimulate new activities.

SPECIAL TIMES AND TRIPS CAN BE PLANNED

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Be alert to possibilities in the home

New interest in regular activities or surroundings can be stimulated by slight changes. For example a snack becomes a picnic when served outside. Change the arrangement of the furniture in your living room so the child has more or different play space.

Bring things into your home, too. Provide a special activitiy such as inviting a friend to play the guitar and sing with the child. Encourage your carpenter neighbor to demonstrate the use of his tools for the child. There are many possibilities all around.

Watch for things that are of special interest to the child. For example, a child fascinated with insects might enjoy making an ant farm or digging for worms in the corner of the yard.

Be alert to possibilities in neighborhood and community

A walk down the block to see a maple tree in full color or to gather a few acorns from beneath a neighbor's tree or to watch a telephone lineman work is special.

If the grocery store is near enough, walk to get a pumpkin for a Halloween Jack-o-lantern or walk to the library for books once a week. If the child is young, take a wagon so the books and the child can be pulled home.

Excursions by car can be successful, too. It's helpful to check the route and destination ahead of time so as to avoid travel in heavy traffic and trips that are too long. Parents should approve the plan and for safety a second adult should accompany the caregiver.

PLAN FOR THE CHILD TO LEARN THROUGH EXPERIENCES WITH FOOD

A child enjoys almost anything that pertains to food. A toddler likes to feel an orange and watch the juice being squeezed. His part in baking may be only to stack measuring cups or lick the spoon while he sits in a safe location. An older child likes to open boxes and empty contents into a mixing bowl. He also likes to stir batter. The important thing is that

a child has many chances to be involved at his own level of interest and ability.

An older child also likes to do things like setting the table, clearing the table and placing a flower in a vase for a centerpiece. For snack, he can assist with serving.

It is not necessary to spend extra money for the child to have experiences with food preparation. Just think about the possibilities as you plan meals and shop.

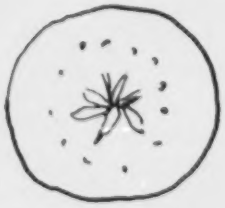
Children of different ages can prepare the same foods. Just expect that their learning and their products will be very, very different.

Learning activities

There is an almost endless list of things that can be done with foods. Take apples for example. In the fall when apples are fresher, more plentiful and cheaper, plan to eat a lot of them. For example you might purchase different types of apples to prepare in different ways.

Serve delicious apples raw as a snack, a salad or dessert. Bake winesap apples, make applesauce, candied apples or simple apple tarts. Chopped apples are delicious in pancakes. As these foods are being eaten talk about the color, shape, size, odor and taste.

Cut an apple crosswise. Note the star design before removing the seed case and the seeds.



Slice an apple in half, in quarters, in eights. Count the pieces as the apple is cut.

Part of the fun of food preparation is learning about different methods of preparation such as scraping, sifting, stirring, beating, straining and about different utensils.

With a little thought and planning, a great deal of learning can take place in the planning, preparation and serving of meals. A child will take great pleasure in games built around the following ideas.

Thinking of things that go together:

- kind of food (meat, fruit, vegetable, or cereal)
- source of food (grows in or on ground, grows on tree, or from an animal)
- how we get food (from the store, from the milkman or from the garden)
- how we prepare food (cut it, cook it, bake it)
- dishes and cooking utensils (cups, saucers, silverware, bowls etc.)

00111

Learning to deal with mathematics:

- dividing food into halves, fourths, etc.
- setting one place at the table for each person
- measuring (half cup, one tablespoon, etc.)

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Increasing language ability:

Meal and snack time can be great times to talk with the child. It is a good time to play word games like rhyming and to talk about the food itself.

Learning about himself and others:

Meal times provide opportunities for a child to talk about feelings and ideas, especially if the caregiver is sitting down and eating with him. Serving foods which are related to specific cultures and talking about children who live in that culture increase a child's knowledge about others. For example:

Mexican: Tacos and beans
Japanese or Chinese: Rice or chow mein
American Indian: Indian bread or corn

Learning responsibility:

It is amazing how a child can take responsibility for some part of preparation and serving. He can set the table, prepare some foods, pour drinks, clean-up spills. An older child could be responsible for afternoon snacks on some occasions.

CELEBRATE SPECIAL OCCASIONS

Holidays and special occasions can add some fun and "spice" to every day life. These days can be thought of as building pleasant memories for the child.

Discuss with parents the plans for holidays, birthdays and other special occasions. It will be important that family and caregiver's celebrations fit together so the child does not become so over-tired or over-excited that it spoils the fun.

Celebrations can be inexpensive. Everyday foods can be "dressed-up" for a festive occasion. In addition to eating, the child and caregiver may decide to do some of the following: sing, dance, decorate the table, decorate a room, make favors, make placecards, make paper hats, dress-up, invite someone special to join the celebration.

It is important to keep Christmas for the caregiver's family and for the child in care from overlapping. Talk with parents, child and family to be sure all understand what the Christmas plans are and that none feels cheated. For example, the caregiver's family may want to decorate the front door and the living room after the day care child is gone. The day care child may make decorations, too, but could take them home daily for his own tree. That way each family will really have their own decorations for the holiday. These ideas related to coordinating celebrations at the child's own home and his day care home apply to holidays other than Christmas.

PLAN SPECIFICALLY FOR INFANTS AND TODDLERS

One of the things some people like very much about family day care is the "family feel" in the home. Because an infant or toddler needs a great deal of individual attention, special consideration of the number of children in care is important if a very young child is involved.

PLAN TO SPEND TIME PLAYING WITH AN INFANT

Babies need much more than the careful physical attention people used to consider as adequate care. A baby benefits from being talked to as he is diapered, bathed, and fed. Throughout the day he needs to be put in different positions and in different places "talking" can occur. Playing games such as "Peek-a-boo" or "Pat-a-cake" also help the baby learn and respond.

Many times an older child can enjoy taking part in the play role. For example, the adult may say the words of a rhyme while a four year old does the action with the baby.

Plan some time each day when the baby is held. These times could be sitting in a rocking chair or walking around the house or yard. The important thing is to be able to give the baby attention.

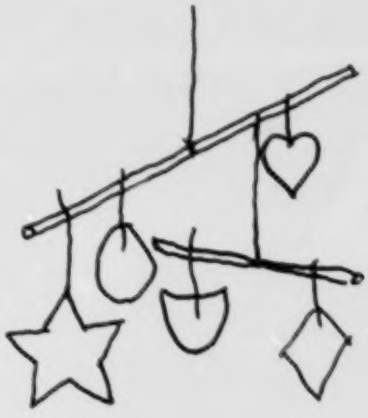
PROVIDE LEARNING EXPERIENCES

An adult's presence near-by or watching an activity will communicate approval to the child and prolong the time he spends working on it. It is important not to do it for him. A child also needs to explore independently of the adult and to entertain himself.

Here are several items one can make for the younger baby:

<u>Mobiles to watch!</u>

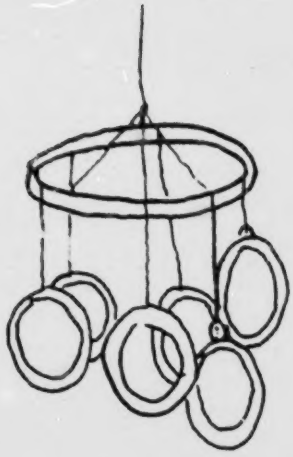
Mobiles should be hung well out of the baby's reach. They can be made of shapes cut out of colored paper or bright magazine pictures pasted to heavier paper and cut out. Glue string or heavy thread to the paper pieces. Tie to a coat hanger or pieces of dowling. Hang securely from the ceiling.



00116

Pleasant sounds to listen to!

Wind chimes can be made of brass curtain rings. Tie rings with 8" to 12" pieces of string (nylon fish line will last much longer). Thread other end of string through holes around a plastic coffee can lid. Thread another piece of string through a hole in the center of the lid and hang outside the window where baby can hear it chime.



Cradle gyms to kick and hit!

Use a strong cord to support crib gym. Measure cord 6" to 12" longer than width of crib. Tie ends securely to strong shower curtain rings.

Choose colorful, safe objects to entertain baby. Be sure there are:
- no sharp edges
- no breakable objects
- no pieces small enough for baby to swallow
- no colors that will rub off

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Rattles to shake!

Container should be slender enough for baby to grasp. Rattler inside should be too large for baby to swallow.

Choose a wide mouth, unbreakable container such as film container. Put 1 or 2 dishwashing detergent bottle lids inside for rattle. Screw container lid on tightly.

00117

Washcloth dolls to cuddle!

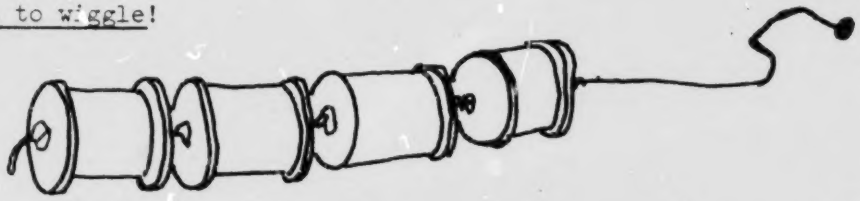
An attractive little doll can be made from one washcloth. It is easily taken apart for washing and reassembled.

1. Lay washcloth out flat.
2. Fold sides over and over toward center.
3. Fold down top third, toward you.
4. Tie string tightly around doll about 2" from top. Knot securely.

As an infant becomes more mobile, he needs toys he can do things with. He can engage in art in a modified way and in the other things the older child does.

Here are some ideas of equipment especially for the older baby and younger child. Refer also to equipment and activities listed earlier in this section and in the CHILD GROWTH AND DEVELOPMENT section.

Caterpillars to wiggle!

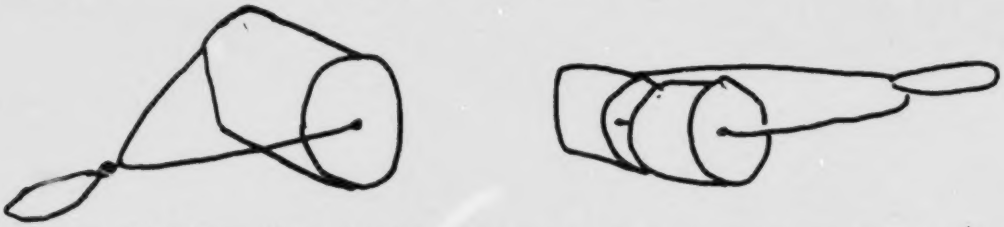


Bags to carry: Old purses, shopping bags, or old diaper bags will be used endlessly by a young child as he puts in and takes out articles for the sheer enjoyment of the activity.

Lids to drop: Save bright colored, metal lids of various sizes from jelly, mayonnaise, etc. Keep them together in a large coffee can. A child enjoys dropping lids into the can and hearing the sound the lids make clinking together.

Rollers to pull: Cut a piece of 1/2" diameter dowling 1" longer than can for the axle. Notch dowling slightly about 1/4" from each end. Punch a hole in the center of lid and bottom of can, large enough for axle to turn easily. (File down any rough edges that might scratch the child.) Slip the axle through holes in can. Flue lid to can. Cut heavy string 36" to 45" long. Tie ends of string at notches in axle. Knot close to center of string to form loop.

A double roller can be made using the directions above.



A child loves pull toys that jingle. A couple of large metal washers placed in the can before the lid is glued on works very well.

00118

SCHEDULES HELP PULL IT ALL TOGETHER

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Putting together the many ideas presented in this section can be difficult. Developing a daily schedule around the child's routines can help. In addition, a weekly schedule of special activities and play materials can make it easier to have things ready. These schedules, when posted near the door, tell parents what has been planned. This may also encourage parents to contribute materials or ideas.

A schedule assists in finding times to do activities which require lots of adult time. For example, the best time for the preschool child to do a messy art activity may be when the baby is napping. On the other hand, the preschooler will need an activity he can do without assistance when the baby is fed.

SCHEDULES HELP PUT IT ALL TOGETHER

	Monday	Tuesday	Wednesday	Thursday	Friday
Food Projects	Make cup cakes	Decorate birthday cup cakes	Squeeze orange juice	Scrape carrots	Butter toast
Art Activities	Color placemats for birthday	None - celebrate birthday	Do block painting	Do block painting	Cut pictures from magazines
Special Outdoor Morning	Finish cardboard pump with child helping	None	Put out plastic pans for child to play "mud birthday cake.	Plant carrot tops	Walk around block looking at different kinds of fences
Other special activities for younger children	None	Put out small blocks	Blocks	None	Put out egg cartons for child to play with dried beans
Activities for school-ager	Finish making checker game	Ice cup cakes for birthday at home	None	Make ice cream for child's Friday lunch	Get library books for next week

00119

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PLAY EQUIPMENT IS ALL AROUND

A caregiver can provide a wide variety of play equipment at little or no cost. What is required is leg work, head work and the ability to use what someone else may consider "junk". A child will enjoy and learn from the opportunity to work out and solve his own play needs. It can be very exciting to see the most commonplace items become the basis of long hours of constructive play. The place to start looking is the caregiver's own home.

DON'T THROW ANYTHING AWAY

Once alert to the potential of "junk" it becomes difficult to discard items. Below is a list of common items and ways in which to use them.

Adult clothing -- dress-up; playing house; doll clothes; playing "show".
Alarm clock (discarded) -- manipulation, taking apart.
Berry boxes -- doll beds, storage for collections, crayons, etc.
Cereal cartons -- blocks, drums or tom toms, storage.
Cigar boxes -- doll beds or other furniture; storage for doll clothes or hobby collections, colors, puzzles, etc.; cars or wagons; blocks.
Clothesline -- hanging up doll clothes; horse reins; jump rope.
Clothespins -- crib mobiles, dropping in a bottle or can, small dolls, building fences, just plain manipulating in many ways.
Clothes sprinkler -- water play; sand play.
Cookie cutters -- imprinting sand or play dough.
Corks -- tiny boats to float; making animals or birds; carving; cutting and pasting for collages; stands for paper dolls.
Cotton socks -- balls, dolls, puppets, doll clothes, strips for braiding and/or weaving; dusting mitt for helping dust.
Empty cans -- stacking, sand play, water play, storage, playing store.
Flour sifters -- manipulation; playing house; playing in sand.
Funnels -- sand play; water play.
Lima beans (dried) -- pasting; growing experiments.
Macaroni -- stringing, pasting, making jewelry, sewing on cards.
Magnets -- experimentation; picking up pins and nails; use to display art work on refrigerator door.
Magnifying glass -- experimentation and examination of all kinds of objects, indoors and outdoors, including leaves, insects, snow.
Nuts and bolts -- manipulation and experimentation.
Nylon stockings -- doll hair, wigs, puppets, braiding and/or weaving.
Oilcloth -- scrapbook pages, place mats, play tablecloths, patterned oilcloth for cutouts for pictures or wall decorations.
Padlock and key -- manipulation and experimentation.
Paper bags -- coloring, cutting, painting, pasting, hats, masks, puppets.
Paper doilies -- coloring or painting designs; special day cards such as birthday or valentines; doll skirts and hats; fans.
Plastic sheet or tablecloth -- poncho for water play; protect floor or furniture when using paints or clay.

00120

Shoe boxes -- doll furniture, doll houses, storage for doll clothes or hobby collections, shadow boxes, garages.
Shoelaces -- stringing objects; practicing lacing and/or tying shoes.
Sieves -- sand play; water play.
Soap pieces -- water play; solution for blowing bubbles; washing doll clothes.
Sponges -- bath toys, water play, printing with paints.
Spools -- blocks, pull toys, stringing, dangle toys, in making doll furniture, spool knitting.
Sweet potatoes -- growing experiments.
Tablecloths, bed covers, sheets -- costumes, caves, houses.
Table leaves -- bridges, roads, fences.
Tape measures -- experimentation, horse reins.
Wooden spoons -- banging toys; drumsticks, sand play.

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PROVIDE EXPERIENCES USING "JUNK" COLLECTED FROM MERCHANTS IN THE COMMUNITY

A wide variety of materials can be collected from the following businesses.

Carpet stores: Many carpet shops have samples of discontinued rug patterns available for 10¢ a piece. Larger samples cost more but can be used as rest mats. Here, too, one may find the soft foam underpadding pieces.

Fabric shops or departments: Stores that carry materials dispose of the inner cardboard form which makes an excellent plaque for a child's art work. You may also find ribbon scraps to add to your art materials and fabric remnants if you don't get enough from sewing friends.

Gas stations and garages: Here one may obtain tires for playground swings, inner tubes to supplement materials at the carpentry table, and bottle caps from the drink machines. A garage may be willing to cut the steering wheel from a wrecked automobile for the child to use in his play. Old tractor tires make fabulous bouncy sandboxes.

Grocery store: Boxes, boxes, boxes and a purpose for every size. Try a large box for a post office, or store, and of course, several for dramatic play of any sort desired by the child. Many cardboard displays disposed of by stores are suitable for various purposes. Cardboard soft drink cartons are excellent for holding paint containers (prevent spilling at the table), and one painted white will be welcomed by the "milkman".

Ice cream store: Ask at a favorite restaurant for their empty 3 gallon cardboard ice cream containers. Uses range from space helmets (see picture Caring - page 14) through spatter paint screen forms.

Millwork or lumber company: Wood "scraps" suitable for carpentry work or art work are given away by the box load. Sawdust is available as well as fascinating curls of wood created by planing. Leave a marked box and come back for it. Lathed scraps are available for purchase in some places and add special pieces for a young builder.

00121

Moving companies: Overseas moving companies may occasionally part with a large, amazingly well-built packing crate for the cost of transportation. They make excellent play houses. It's worth a try. A space ship can be made from a fiberboard drum also used by packing companies.

Paint shops: Paint color cards are fun color experiences and excellent collage. Old paint brushes are great for painting buildings with water.

Print shops: Print shops have assorted sizes of "scrap" paper. A labeled box can be left under the counter of a favorite print shop, emptied every 2 weeks or so. Colored cardboard tickets, letter sheets and all sorts of paper for collage can be collected in this way.

Soft drink companies: Wooden soft-drink crates are available at a minimal charge. Painted bright colors (a child may do this using left over latex paint) they serve as excellent substitutes for the commercial hollow blocks. A set of casters on one will create a durable wagon for hauling blocks or friends. Set the casters in far enough to allow stacking. Wet strength fiberboard beer cases are excellent storage units. The child can easily handle them.

Telephone company: Empty telephone cable spools are wonderful additions to the outside play area. Small (3 ft. in diameter) ones make lovely doll corner tables. Stop a telephone man and put one's name on the waiting list. On occasion, they may part with old instruments, but scrap colorful telephone wire is always available.

Tile stores: Tile stores frequently have broken patterns of mosiac tile available for a minimal charge. A child enjoys matching, counting, and creating with these colorful squares. A caregiver can supplement by making parquetry boards on cardboard.

Wallpaper stores: Wallpaper books of discontinued patterns are usally available on the first come, first served basis. Use textured sheets for easel painting. Those with fabric samples are especially nice. Precut samples make excellent puppet skirts.

00122

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ORGANIZATION AND RECORD KEEPING

THIS SECTION OF THE HANDBOOK IS DESIGNED TO GIVE A CAREGIVER INFORMATION ON:

- RECORD KEEPING AS A PROTECTION FOR HERSELF AND THE CHILD
- THE KINDS OF RECORDS TO BE KEPT WITH EXAMPLES OF EACH
- IDEAS WHICH FACILITATE ORGANIZATION OF INFORMATION AND RECORDS
- THE COMMUNITY AS A RESOURCE FOR ORGANIZING AND RECORD KEEPING

RECORD KEEPING PROTECTS CHILD AND CAREGIVER

Organizing information about the child and keeping necessary records will both save the caregiver time and serve to protect the child and the caregiver.

Have everything together in something that can be moved around. A three-ring notebook or a cardboard box can be carried to the kitchen table in order to do office work while the child is asleep.

RECORDS TO BE KEPT FOR THE BUSINESS

It is helpful to have the following financial and business records together.

Payment record

A recording of fees due and paid can help keep the financial part of the relationship with the parents running smoothly. It is also useful to obtain a receipt book from a variety or stationary store. The caregiver will then have a record and the parent will have a receipt of all fees paid.

Attendance record

To facilitate the calculation of fees it is helpful to record the attendance of the child daily.

Accident record

In spite of all our precautions, accidents do happen. For the caregiver's protection, the child's protection and to prevent future accidents, keep a written record of the accident. Simply list the child's name, the date of the accident, what happened, type of care provided, the results of the care and time and date reported to parents. For example, write the following:

"John Jones was playing on the swings on December 10, 1973, 9:30 A.M. He slipped off and fell on a sharp rock. His leg began bleeding. I washed the cut, stopped the bleeding and called his mother. She took him to the doctor at 11:00.

Time and date reported to parents _____

_____

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Records to kept for each child

It is a good idea to keep together the following records for each child:

- CHILD'S DAY CARE RECORD FORM
- CHILD'S MEDICAL RECORD AND INFORMATION AND EMERGENCY AUTHORIZATION*
- TRAVEL AND ACTIVITY AUTHORIZATION* and AUTHORIZATION TO ADMINISTER MEDICATION*
- completed SOUTHEASTERN DAY CARE PROJECT RATING FORM

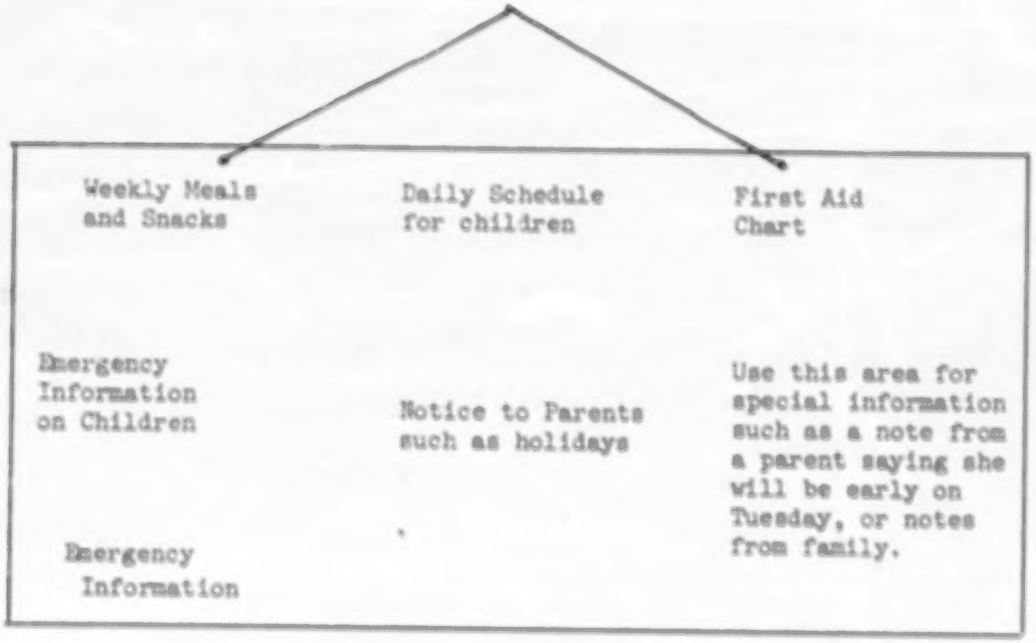
* Parents should sign these forms

Samples of each form follow. If a caregiver is associated with a family day care system she can obtain these or similar forms from them. A caregiver who works on her own can copy these or develop her own forms.

BULLETIN BOARDS FACILITATE COMMUNICATION

A bulletin board can be the place where caregiver, the parents, family, helper -- everybody goes for information. It usually is centrally located and by the telephone.

ORGANIZE BULLETIN BOARD SO EVERYONE UNDERSTANDS IT


Weekly Meals and Snacks
Daily Schedule for children
First Aid Chart
Emergency Information on Children
Notice to Parents such as holidays
Use this area for special information such as a note from a parent saying she will be early on Tuesday, or notes from family.
Emergency Information

00125

HAVE EMERGENCY INFORMATION HANDY

In times of emergency it may be vitally important to have information in a handy place where everyone can find it. This Handbook contains a FIRST AID CHART in the HEALTH AND SAFETY section. Some phone numbers are also important to have ready. The following page is a form for listing phone numbers and other information needed in an emergency. It may be helpful to keep this Handbook near the telephone for easy access to this information. An alternative is to remove these two forms from the Handbook and to post them on a bulletin board near the telephone.

00126

EMERGENCY INFORMATION

EMERGENCY TELEPHONE NUMBERS

Fire _____ Police _____

Ambulance _____ Poison Control Center _____

Caregiver's Doctor _____ Caregiver's Hospital _____

Caregiver's Substitute in Emergency

Name _____ Phone _____

Address _____

Name _____ Phone _____

Address _____

EMERGENCY INFORMATION ON CHILDREN

Child's Name and Phone Number	Parent's Work Phones	Other Adult's Phone	Doctor and Hospital Phone

00127

CHILD'S DAY CARE RECORD FORM

Child's full legal name _____ Birth date _____

Home address _____

Preferred nickname _____ Sex: Male ____ Female ____

Parents or guardian _____

Address _____ Home phone: _____

Instructions for contacting parents during work hours:

Father _____

Telephone _____ Business Address _____

Mother _____

Telephone _____ Business Address _____

If parent(s) cannot be reached, contact:

Name _____ Relationship _____

Address _____ Telephone _____

OR

Name _____ Relationship _____

Address _____ Telephone _____

Person responsible to pick up child: _____

Other person(s) authorized to pick up child if person name abo\ is unable:

_____ _____

_____ _____

Child will come the following days and hours:

Mon Tues Wed Thur Fri

___ ___ ___ ___ ___ From _____ to _____

Are there any other reasons for which the child may leave the caregiver's home:

1. _____

2. _____

3. _____

00128

INFORMATION ON CHILD'S ROUTINES AND ACTIVITIES

Eating

Schedule _____

Food preferences _____

_____

Allergies _____

Toileting

Schedule _____

Words used _____

Sleeping

Schedule _____

Special toys, blankets etc. _____

Play

Favorite activities and toys _____

_____

_____

Fears: _____

_____

SPECIAL INFORMATION FOR SCHOOL-AGED CHILD

School child attends _____

Child will be absent for:

On _____ from _____ to _____
day hour hour

Brownies _____

Cub Scouts _____

Music lessons _____

Other _____

If child does not arrive and caregiver does not know where he is, should parent be notified?

NO _____ YES _____

Best telephone number to call _____

List any other reasons for which the child may leave the caregiver's home:

1. _____
2. _____
3. _____
4. _____

00129

MEDICAL RECORD AND EMERGENCY AUTHORIZATION

This sheet should go with the child in case of an emergency.

Name of child _____ Sex ____ Birthdate _____

Immunizations and vaccination: Those not permitted by child's physician shall be so stated.

	Approximate date
Diptheria, whooping cough, tetanus	_____
Poliomyelitis	_____
Mumps	_____
Measles (rubeola)	_____
German Measles (rubella)	_____
Approximate date of booster shots	_____

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Name of TB test used _____ Result: Pos. ____ Neg. _____

State specific instructions for the feeding and care of child with special problems, including food allergies and reactions to drugs.

Name of physician _____
Signature of physician - when required

Date of exam _____ _____
Address Phone

Parents or guardian _____

Business (Father) _____ Phone _____

Business (Mother) _____ Phone _____

Person to be notified in case of emergency, when parents or guardian are not available:

Name: _____

Address: _____ Phone _____

EMERGENCY AUTHORIZATION

If a medical emergency arises, the caregiver will first attempt to contact the parent and then, if parents are not available, the child's doctor. If immediate hospital attention is necessary, the caregiver may either take the child to the emergency room or call the Rescue Squad.

If emergency medical care is deemed necessary and I cannot be contacted, I authorize _____ to act in my behalf in granting
caregiver's name

permission for my child to receive emergency treatment or surgery.

SIGNATURE _____
Parent or Legal Gurardian

C0130

TRAVEL AND ACTIVITY AUTHORIZATION

I give permission for my child _____ to leave the caregiver's home for trips in a care or on public transportation to special places, walks to the park, shopping trips, etc.

Restrictions on such trips:

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_____
Parents signature

_____
Date signed

Effective from: _____
month day year TO month day year

AUTHORIZATION TO ADMINISTER MEDICATION

Child's name _____

_____ has my permission to administer
(insert name of any person or persons who would administer)

medication _____ according to the instruction on the
(identify medication)
label or according to my instructions below

FROM month _____ day _____ year _____ TO month _____ day _____ year _____

_____
Parents signature

_____
Date signed

Alternate Instructions: